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UNIVERSITY OF ALBERTA

HEARING TEACHERS' EXPERIENCES OF USING SIGN LANGUAGE WITH HEARING IMPAIRED STUDENTS

BY

DEBORAH ANN ROBAR

A THESIS SUBMITTED TO THE FACULTY OF GRADUATE STUDIES AND RESEARCH IN PARTIAL FULFILLMENT OF THE REQUIREMENTS FOR THE DEGREE OF MASTER OF EDUCATION IN SPECIAL EDUCATION - HEARING IMPAIRED

DEPARTMENT OF EDUCATIONAL PSYCHOLOGY

Edmonton, Alberta

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The undersigned certify that they have read, and recommend to the Faculty of Graduate Studies and Research for acceptance, a thesis entitled HEARING TEACHERS' EXPERIENCES OF USING SIGN LANGUAGE WITH HEARING IMPAIRED STUDENTS submitted by DEBORAH ANN ROBAR in partial fulfillment of the requirements for the degree of MASTER OF EDUCATION IN HEARING IMPAIRED STUDIES.

Prof. M. A. Bibby

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ABSTRACT

This study is a descriptive phenomenological investigation of hearing teachers' experiences of using sign language in three different types of educational programs for hearing impaired children in pre-school and elementary settings. Two of these hearing teachers worked in a Total Communication program, one worked in a sign-assisted Oral program, and one worked in an ASL (American Sign Language) program. Participants ranged in ages from 24 to 64 with teaching experiences of 1 to 40 years.

Using an interview format, the participants were asked to share their experiences of using sign language and the data was analyzed according to qualitative procedures. Seven common themes emerged from the data: concerns about using sign language, teaching and using sign language in classrooms, dealing with own signing skills and school policy, developing relationships with students, being hearing, learning sign language, and team work/teaching.

Each teacher in this study faced enormous challenges as she worked with hearing impaired students. Suggestions for practical improvements in communication skills and further research are discussed.

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CHAPTER I

INTRODUCTION

Education of the deaf is undergoing very radical changes. One of the most prominent is the increasing acceptance of American Sign Language as a mode of communication for teaching deaf and hard of hearing children. Members of the Canadian Association of the Deaf (C.A.D.) believe that a "bilingual/bicultural approach offers the best hope for the attainment of full education and literacy for Deaf Canadians" (Carver & Robar, 1990, p. 3). There is an awareness that the achievement levels for deaf individuals are far behind their hearing counterparts; the average reading level of deaf high school graduates is at a third or fourth grade equivalent (Johnson, Liddell, & Erting, 1989). It has been suggested that American Sign Language (ASL) may provide the best alternative for developing literacy. In fact, Johnson et al. advocate that English be taught as a second language. With the increasing awareness and acceptance that ASL is a natural language of the deaf, there is also a growing demand for hearing teachers to become fluent in ASL.

It is worthwhile noting that this research is not investigating the appropriateness of using ASL or MCE systems in the classroom. This research does investigate the daily experiences of teachers who are in situations of attempting to meet the needs of their students using the skills they have.

The labour pool in educational programs for the hearing impaired is dominated by hearing teachers whose first language is

English. Erting (1987) pointed out that "teachers are usually young, white, highly educated females with normal hearing" (p. 139). The majority of teachers are therefore usually not fluent in ASL. Until very recently teacher training programs have emphasized the use of signed English and classroom teachers have not been expected to develop ASL skills.

These teachers are facing both criticism and scrutiny. It is extremely difficult for them to use signed English well (Johnson et al., 1989). Teachers have always found this challenging. Now they face the added pressure of learning a second language, ASL.

In addition to having their skills evaluated, hearing teachers' roles are also being questioned. Some writers (Johnson et al., 1989) strongly support the idea that deaf teachers should be teaching deaf children since students' first language is ASL and because teachers are valuable role models for hearing impaired students.

My immediate concern, therefore, is to look at hearing teachers whose first language is English and who are required to use sign language within the classroom. By listening directly to hearing teachers we may be better able to meet their needs to develop and grow within the changing philosophies in educational systems of the hearing impaired.

This research asks the following major question: "What are the experiences and feelings of hearing teachers who are learning and using sign language in the classroom?"

Definitions

The following definitions are provided for certain terms and concepts used in this thesis:

-***Deaf*** is a term that includes those individuals who have a hearing loss that normally doesn't enable them to use auditory channels for communication. These individuals normally prefer ASL as their primary means of communication (Quigley & Paul, 1984).

-***Hard of Hearing*** is a term that includes those individuals whose hearing is disabled yet are still able to make use of speech and hearing with or without a hearing aid (Moores, 1982). These individuals' preferences for communication vary based on the degree of their hearing loss and their experiences. Some may prefer to integrate themselves into the hearing community, using English as a means of communicating, while others may prefer to integrate themselves with the Deaf community, using ASL for communication.

-***Hearing Impaired*** refers to the entire range of auditory impairment from mild hearing loss in which a person may understand speech without difficulty to those with a profound hearing loss (Moores, 1982). It usually implies two distinctive groups: the deaf and the hard of hearing (Rodda & Grove, 1987).

-***American Sign Language*** **(ASL)** is used by many deaf adults since it is their native language (Quigley & Paul, 1984). ASL doesn't represent English as do other manually coded English systems because it is a separate language with its own

grammar and syntax. Concepts are expressed by using a combination of hand configurations, movements, positions, as well as facial and body expression (Childhood Hearing Impairment, 1984).

-***Manually Coded Signing Systems*** **(MCE)** are systems that were developed within education to take into account the features of English in signs such as SEEI (Seeing Essential English) and SEEII (Signing Exact English). SEEI and SEEII systems use sign lexicons which are grafted onto English syntax (Childhood Hearing Impairment, 1984). Others include LOVE (Linguistics of Visual English), signed English (ASL signs in English word order, including the English inflectional system), and Pidgin (ASL signs in English word order, not including the English inflectional system) (Quigley & Paul, 1984). Deaf adults do not view any of these systems as their native language since these are synthetic systems of English which were designed for instructional purposes.

-***Oral Communication*** utilizes speech through maximal use of residual hearing (hearing aids), speech reading, and speech teaching excluding sign language (Childhood Hearing Impairment, 1984).

-***Sign Assisted Oral Programs*** are oral programs which have changed from an oral only approach to include sign language as assisting in communication in the classroom. They are English based.

Overview Of Thesis

Chapter I of this thesis has included an introduction to some of the general issues regarding hearing teachers and the use of sign language. A statement of the research problem is provided. Some basic definitions related to this study and the field of deafness were presented.

Chapter II will review the literature in an attempt to provide a clear idea of the boundaries for this study. Areas will include an overview of teacher competency skills in relationship to changes in deaf education and in relationship to policy and philosophy of programs. There will also be a review of the ASL philosophy and the demands for skilled signers, concerns for signing abilities, concerns for appropriate teacher training, the development of bilingual/bicultural teacher training programs, and the qualitative study.

Chapter III will provide the methodology for this study by reviewing the phenomenological approach in a qualitative research design, the purpose of phenomenological research, interviewing as a research design, validity, and reliability.

Chapter IV will review the research methods used in this study: the statement of the research problem, bracketing, the pilot study, participants, procedures, equipment, and treatment of data.

Chapter V will focus on the planned presentation of results by using both tables and written descriptions of the participants' experiences.

Chapter VI will focus on the discussion and implications of this research study for future educational investigation.

The consent form, demographic data sheet, and interview questions are located in Appendices A, B, and C.

CHAPTER II

REVIEW OF LITERATURE

"The education of hearing impaired students is a complex and demanding task and has been characterized as one of the most difficult, in terms of teacher knowledge, in all of special education" (Clarke, Clarke, & Winzer, 1988, p. 102). With this in mind, the following review provides a basic framework for the issues directly related to this study; hearing teachers experiences of not only learning sign language but also using it in the classroom.

Teacher Competency Skills: Relating to Changes In Perception of Needs In Deaf Education

With competency-based teacher education beginning more than thirty years ago (Grissom & Cochran, 1986), there have been a number of research articles and studies regarding teacher training in relationship to required competency levels in working with the hearing impaired (Council on Education of the Deaf [CED], 1972, 1984; Gonzales, Serwatka, & Van Nagel, 1977; Israelite & Hammermeister, 1986; Mackie, 1955; Sass-Lehrer, 1983; Sass-Lehrer & Wolk, 1984; Scott, 1983; Venn, Serwatka, & Shreve, 1982). There was a shift away and deemphasis of the oral-aural method of teaching during the 1960s and 1970s and again in the 1980s due to more manual approaches being used. Resulting trends showed that teachers were viewing sign communication as beneficial to instruction with hearing impaired children.

In a 1982 study by Venn, Serwatka, & Shreve one group of 190 professionals (which included teachers, administrative, and support services personnel) were asked to rate on a 4-point scale 55 suggested competencies. In a traditional sense, it was expected that the professionals in the larger group would choose "Speech, Science, and Audiology" as one of the important competency categories involved in teacher knowledge and skills. Results showed that of these 55 competencies suggested by a 9 member group, only 37 were retained by the larger group. In the selection of particular sets of competencies the larger group chose 'Practicum' as first and 'Language and Communication' second; 'Speech, Science, and Audiology' came last. From the area of 'Speech, Science, and Audiology' only one of the 7 competencies skills suggested by the 9 member group was retained by the later group. This information suggests a shifting away from those competencies that were once looked upon as important in deaf education (Mackie, 1955).

In 1986 Israelite and Hammermeister determined the current status of different teacher education programs concerning the deaf in the United States and Canada. A 33-item questionnaire was sent to 81 teacher education programs. There were also follow-up interviews with 24 randomly selected teacher educators. The final sample consisted of 40 returned questionnaires and 22 follow-up interviews. When asked about competency examinations for entering these programs, 83% of these responding programs supported competency examinations in English and Mathematics; no references were made to signing abilities. In the evaluation of student teachers, 52% felt that manual communication skills was

very important and 79% felt knowledge of speech development was very important. Those competencies in the 70%+ range included competencies in lesson presentation, knowledge of language development, sensitivity to hearing impaired students, knowledge of speech development, and lesson planning. Only 1 of the 10 competency skills (viz., Manual Communication) was rated as unimportant by 9% of the responding institutions since they still held an oral focus rather than a manual one. Teachers involved in signing programs valued manual communication. Those involved in oral programs still emphasized traditional competencies.

Grissom and Cochran (1986) were the first to comment that in spite of there being a wide variety of studies that focused on competency skills, "the initial selection of competencies was made by nonteaching professionals in deaf education" (p. 267). Teachers in these studies were therefore limited to their selection of competency skills

Grissom and Cochran (1986) asked 49 teachers in nonresidential public school programs for the deaf to list the critical competencies that should be included as part of their acceptance for teacher certification. Results from this study showed that teachers were more concerned with the applicability of skills directly related to teaching through such areas as 'English', 'Curriculum Adaptations and Instruction', 'Personal Characteristics and Professional Competencies', and 'Total Communication'. Grissom and Cochran suggested that "there was not great value in teachers of the deaf having a knowledge of the physics of sound or theories of hearing, nor was it necessary for these teachers to master anatomy,

physiology, and pathology relating to the auditory system" (p. 270); teachers are now expressing this attitude through the way they rank their own competencies.

Teacher Competency Skills: Relating to Policy and Philosophy of Programs

Some research studies (Clarke, Clarke, & Winzer, 1988; Crittenden, 1986; Sass-Lehrer, 1983) show that teachers employing different communication methods hold different perceptions about teacher competency skills. It has been determined by Clarke et al. (1988) that teacher attitudes towards mode of sign communication is significantly affected by class level taught and educational setting (oral/aural or Total Communication), depending on the student population being served, and the mode of communication (oral or manual). Teachers are therefore more selective as to which competencies they most benefit from within their particular programs.

In a study by Clarke, Clarke, and Winzer (1988), forms containing 49 competency statements were answered by 321 of 609 Canadian teachers from different educational settings. Respondent data showed 54.4% used Total Communication, 29% used oral/aural methods, and 15.9% used adapted methods to meet individual student needs. Only 4.4% of the respondents used American Sign Language as a primary method of instruction. Teachers in oral/aural settings valued a broader range of abilities as critical, such as skills in speech and auditory training, amplification, and language assessment. Teachers working in a Total Communication (TC)

program valued signing and other competencies because they worked with more deaf students.

In concluding this study, Clarke et al. (1988) stated that teachers using a TC approach didn't value all of the competencies that are traditionally implied within this particular philosophy and that there should be a total representation of audible speech, legible fingerspelling, non-verbal expressions, gestures, and sign utterances in teaching (Seal, 1986). Clarke et al. believed that there was either a misunderstanding as to the theory and practice of using TC or that teachers had a better knowledge and awareness of what is required within the classroom in relationship to particular students' needs.

Sass-Lehrer (1983) did a similar study involving 96 elementary school teachers of the hearing impaired. She found that different responses in regard to competency skills were based on whether one worked in integrated (mainstreamed) or non-integrated settings. In this study 45 competency statements were listed on sorting cards that teachers then put along a 7-point bipolar scale. When comparing teachers in an integrated setting to those in a non-integrated setting there was a significantly different rating in 19 of these. Those working in non-integrated elementary settings valued the ability to communicate manually and teach nonverbally and those respondents involved in integrated elementary settings valued more speech, amplification, and language assessment. Again, these differences in attitudes are related to the student population being served; those in a non-integrated setting are basically severely or profoundly deaf while those in an integrated setting are mostly hard of hearing. Therefore teachers are aware of the needs that are

required within a particular setting and with a particular group of students.

Sass-Lehrer (1986) confirmed the results of his/her 1983 study; "a discriminate function indicates that teachers in different educational settings have different views of competencies most critical to their jobs" (p. 9). One hundred and fifty instructional supervisors in different programs supported and generated the same results after analyzing 40 competency statements.

ASL Philosophy: A Demand for ASL Signers

Within the field of deafness studies there is a growing pressure to learn more sign because of a trend which encourages the use of sign language for communication. Some educators strongly agree with this change while others are dedicated to more oral approaches. Since this trend is relatively new, the information is based more on opinion rather than formal research testing. These professionals however, can provide us with a better understanding of the pressures teachers are facing in regards to signing. It is important to repeat that this research is not investigating the question of which communication mode is "best" for the students. This research question addresses specifically, the experiences of teachers who are trying to cope in these situations. The number of programs using sign language communication is growing. How do teachers respond to this challenge?

The demands by professionals in the field of deafness have become more prominent over the last few years. For example, an external committee which reviewed educational programs for the deaf and hard of hearing students in Ontario proposed that "ASL be

recognized as one of the languages of instruction in Ontario schools, effective September 1, 1991" (Ontario Ministry of Education, 1989, p. 161) and that "we need to develop in our programs communities of fluent users of American Sign Language, users who use the language energetically, accurately, and passionately" (p. 161). Alberta School for the Deaf also recognizes ASL as the key communication method within their program.

Teachers are increasingly being encouraged to use ASL as a first language of instruction for deaf children and to teach English as a second language (Johnson et al., 1989). At the NAD (National Association of the Deaf) Forum in 1986 deaf and hearing participants discussed "Life in the 21st Century" and their feelings towards deaf education. Among major recommendations regarding curriculum changes were "1) utilization of a bilingual approach, 2) the use of American Sign Language to teach English, . . . and 7) the incorporation of deaf culture/awareness in the curriculum" (Corson, 1986, p. 208).

In outlining the central and critical concepts of a model Deaf Educational system, as proposed by Johnson et al. (1989), one principle identified was that "anyone attempting to teach curricular content to the children must be a fluent signer" (p. 16). Similar concerns were expressed by Carver and Robar (1990) in their proposed principles for a deaf adult literacy curriculum in that: "communication competency is the key to cognitive and linguistic development". It is the opinion of these writers that competency should be based on the preference of the deaf child for a natural language (viz., ASL). Such a language would be based on the child's

predilection for visual/gestural communication, and this language would be the one used by the deaf community" (p. 4). "For the program to be effective and successful, it must employ those who are fluent users of ASL or LSQ (*Langue Signes des Quebecois*), understand Deaf culture and be sensitive to the concepts of Deaf ethnicity and Deaf heritage, subscribe to the bilingual/bicultural approach. . ." (p. 21).

Deaf signers, being native role models of ASL, offer a rich learning environment for the deaf child. It has been suggested that a model program would consist of deaf signers who use the language proficiently and whose natural language is ASL (Johnson et al., 1989). This notion was also supported in a qualitative study by Cundy (1988). Cundy interviewed four deaf students about their experiences of having deaf and hearing teachers. Themes resulting from this research showed that deaf students preferred deaf teachers over hearing teachers due to the stronger student-teacher rapport, the more natural use of sign language, and stronger role-modelling for deaf students. Cundy's (1988) work suggested that there should be home training programs offered by deaf adults to hearing families of deaf children and that teacher training programs be lead by deaf adults. Cundy also recommended that classroom instruction consist of a hearing teacher, a deaf teacher, and a speech therapist in a team teaching situation.

Concern for Signing Abilities

The majority of teachers of the hearing impaired are hearing and have a first language which is English (Erting, 1987). Of concern to many individuals involved in deaf education are the signing

abilities of teachers of the deaf (Carver & Robar, 1990; Johnson et al., 1989; Stewart, Akamatsu, & Bonkowskiet, 1988). This is especially true for teachers involved in a manual program which demands daily interactions in signed communication. Whether using manually coded English systems or ASL, the communication competencies of the teacher must not be overlooked. As Carver (1989) commented; "Dialogue has been identified as crucial to the educational process, and if teachers do not communicate in a manner that can be easily understood and utilized by their deaf students, then there is neither dialogue nor education" (p. 74).

Stewart et al. (1988) stated; "If one of the goals in education of the deaf is to develop language, then the communication behavior of teachers must not be neglected. Indeed if teachers are role models to their students, then an understanding of the linguistic structures they model and the factors that influence their communication must urgently be pursued" (p. 57).

Woodward and Allen (1987) found that of 1,888 hearing teachers interviewed who were teaching in hearing impaired programs in United States, only 140 (2%) claimed to be using ASL. The study concluded that these teachers may have difficulties in knowing the differences between English and ASL and may, therefore, be shifting away from ASL to a more English-like form of signing. If ASL is an important skill for teachers of the hearing impaired then most hearing teachers may not have the resources that would help them meet these educational demands.

Crittenden (1986) did a national survey of 222 educators of the deaf (177 hearing and 45 hearing impaired) on their attitudes

towards sign communication modes. One part of this survey reflected teacher opinions and attitudes about communication, as well as perceptions regarding one's own signing proficiency. It was revealed by Crittenden (1986) that hearing educators appeared to have favored Signed English (60.6%) over ASL (39.4%) while hearing impaired groups' preferences between Signed English (48.5%) and ASL (51.6%) were quite balanced (p. 278). Crittenden concluded that "considering the current militancy regarding ASL and its role in the lives of the deaf, it is surprising that ASL was not an overwhelming choice for the hearing-impaired educators. It is possible that this is evidence of the fact that educators may be the segment of society that is slowest to respond to change. The high level of English proficiency among the hearing-impaired educators holding doctorates also certainly had an effect on the results" (p. 278). Crittenden concluded that hearing teachers preferred Signed English because the "sign-codes are more English-like" (p. 278).

Johnson, Liddell, and Erting (1989), in their discussion of Total Communication, may offer an understanding of some of the results in Crittenden's study; "the task for a hearing person attempting to speak and sign simultaneously appears to be psychologically and physically overwhelming" (p. 5). Combining signs with spoken English becomes a complicating process in which words may be omitted, structures altered and pace distorted (Huntington & Watton, 1986; Johnson et al., 1989; Marmor & Petitto, 1979). This could be due to the fact that hearing teachers have acquired English as their first language and that combining English and ASL is comparable to simultaneously using any two languages. Teachers may omit signs

when they are trying to keep pace with their speech, blending sign into the syntactical structure of spoken English. The rate of utterance may also become distorted and slowed when attempting to synchronize speech and sign (Marmor & Petitto, 1979).

Crittenden's (1986) study showed that there was a "relatively high percentage of hearing educators of the deaf who felt uncomfortable with their understanding of their students' communications" (p. 278). Hearing teachers had difficulty understanding their students' communication; "their understanding was marginal at the start of their careers, and even with experience, fewer than half that group indicated a high level of understanding" (p. 278). Only 11.9% of hearing educators of the hearing impaired felt fluent in sign communication skills at the start of their careers. Overall, 34.5% of the hearing educators presently felt fluent in sign. This study shows that hearing teachers are having difficulty with using sign communication yet became more comfortable with more experiences in the classroom. Crittenden stated that, "in contrast with the high level of support for sign, however, these same educators indicate poor sign performance for themselves and substantial inability to comprehend the sign communication of their students" (p. 279).

Teacher training programs for the deaf and hard of hearing need to be examined. We need to better understand why teachers are leaving these programs feeling unprepared in their manual communication skills.

Concern for Appropriate Teacher Training

Grant (1983) stated that there is no field more "interdisciplinary than the education of the hearing impaired" (p. 91) and that the time constraints of teacher preparation programs prevent teachers in training from gaining in-depth study in all areas of deaf education. A choice must be made about how to relate teacher training to the philosophy (of the programs these teachers intend to work in). Even though Grant stresses a more oral/aural approach, he offers worthy advice that can be applied across all areas of deaf education; "Each program must select issues and resolve them in a fashion compatible with its particular philosophy. Such variation is beneficial to the field as a whole, since it imposes self-evaluation as well as promoting research in diverse aspects of the discipline. Identical curricula among preparation programs would prove to be detrimental to hearing impaired children" (p. 96). If training programs became more specific in the area of deaf education they were to focus on, then teachers would be better able to meet the needs of the programs where they work.

The External Committee in Ontario (Ontario Ministry of Education, 1989) also discussed the importance of training teachers appropriately to the division in which they teach (pre-school, elementary level, secondary level), and that teachers in deaf and hard of hearing programs "be competent in sign, oral, and aural methods of communication, according to the programs to which they are working" (p. 172). Also recommended was that "certification procedures for teachers of deaf and hard of hearing students require

an independent test of competency in ASL, or a form of signed English, or oral-aural communication" (p. 172).

> Corson (1986) made other important points. He suggested that college teacher training programs should separate deaf education from speech therapy programs; that deaf awareness should be made available as part of the formal curriculum for all children in all public and residential schools, and that teachers should be able to read and understand ASL and other forms of sign language used by deaf citizens (make this part of teacher certification requirement), have deafness considered as a language minority rather than handicapped condition requiring attention, change educational philosophy from one of spoon-feeding students to that of instilling self-help and thinking skills, utilize ASL to teach English (p. 210).

In regard to teacher training programs and certification standards, it was also recommended by Corson (1986) that "certification standards for professional personnel working with deaf individuals be modified or revised to include requirements for American Sign Language and Sign English competency" (p. 208) because, as Crittenden (1986) stated, teachers "are not being trained to understand the language of the children with whom they work" (p. 278).

One problem with establishing a program which adheres to this belief, as suggested by Carver (1989), is that the educational establishment "does not promote genuine acceptance of ASL and Deaf culture" (p. 75), and that there is a lack of deaf teachers who can enhance deaf students' experiences in these areas. As well, teachers

training in deafness studies programs are lacking the development in these more specific skills related to using ASL because they are simply not being taught.

Grissom & Cochran (1986) felt that institutions preparing future teachers of the deaf may lack the "sensitivity to the concerns of deaf teachers and administration who are directly involved in working with people who are hearing impaired" (p. 270). They also felt that the values, opinions, and feelings of the teacher are an important factor for setting-up guidelines in educational facilities since they are the ones working directly with the students.

A Model

Teacher Training Program

With the increasing demand that teacher training programs take into account the changes in deaf education, there is a realization that there are few universities that are meeting this need.

One university, Boston State University, has a model training program for teachers of the hearing impaired. It incorporates the suggestions made at the NAD Forum in 1986, it requires teachers to train in ASL. Teachers must also be prepared to teach in a bilingual/bicultural classroom. Rather than a speech and auditory focus, the teachers in this program are trained in areas related to Deaf culture and issues. There is also a supporting Bilingual Education program that offers teachers in training the opportunity to take courses such as Literacy Development for Bilingual Students, Issues in Bilingual/Bicultural Education, Curriculum Development in Multicultural Education, Methods in Bilingual Education, Assessment of Bilingual Students, Bilingual Education Reading Laboratory,

Workshops in Cultural Awareness (Boston University [Calendar], 1987, p. 30). This university includes an ASL/Deaf Studies program for teachers training to work with deaf students. It offers courses such as "ASL and ASL Linguistics, Deaf culture and history, deaf literature and education, counseling, deaf psychology, and bilingualism/biculturalism" (Boston University [Calendar], 1987, p. 31). By shifting away from the traditional courses in speech and auditory training, the program supports and creates an attitude among teachers; deaf individuals belong to a minority group with their own language and culture rather than a handicapped group that needs speech and English skills in order to become normalized into the mainstream of society.

The features of this program conform to those suggestions made by Grant (1983). This program philosophy focuses specifically on deaf education using a bilingual-bicultural approach. There is no emphasis on Speech Sciences or Audiology. This program models the concepts proposed by Johnson et al. (1989), it is sensitive to the concepts of Deaf ethnicity and Deaf heritage.

The Qualitative Study

Natural science research has been used in all except one of the studies (Cundy, 1988) discussed in the previous review (Clarke, Clarke, & Winzer, 1988; Council on Education of the Deaf [CED], 1972, 1984; Crittenden, 1986; Gonzales, Serwatka, & Van Nagel, 1977; Grissom & Cochran,1986; Israelite & Hammermeister, 1986; Mackie, 1955; Northcott, 1972; Sass-Lehrer, 1983; Sass-Lehrer & Wolk, 1984; Scott, 1983; Shreve, 1979; Venn, Serwatka & Shreve, 1982). Cundy used a phenomenological psychological approach. Only a few

available studies deal with teachers' attitudes and opinions of required competencies (i.e.; Crittenden, 1986; Grissom & Cochran, 1986; Israelite & Hammermeister, 1986) and these have used a more quantitative approach in their data collection/analysis procedures.

It seems crucial at this time to focus on how these teachers actually experience classroom communications. How do teachers feel when using sign language with hearing impaired students? What are their personal experiences of using sign language in the classroom? How do teachers learn sign language? How does sign language fit into teachers' training experiences? How are changes in deaf education affecting their careers?

CHAPTER III

METHODOLOGY

This section provides a 'basic' philosophical review of the human scientific approach so one can better understand why a qualitative research design, with a phenomenological perspective, was used in this study.

Qualitative Research: A Phenomenological Approach

Qualitative research seeks a description or understanding of an experience. It explains things as constituting a unity. Each individual and the world are said to co-constitute one another (Valle & King, 1978, p. 6); neither exists apart from the other. Person/world and mind/body relationships as they exist in the natural world are important to qualitative research. This philosophical framework follows the tradition of existentalism; existential phenomenology contends that existence is being-in-the-world (Valle & King, 1978); the person and the world have no existence apart from each other; existence gives meaning to people's worlds. The goal therefore is to understand human experiences rather than explain them; to enter the immediate experiences of a phenomenon.

Emphasizing the subjective aspects of human existence, the researcher strives to examine things as they occur naturally, lived, and through day-to-day interactions. Phenomenologists see observation and classification of lived human experiences as fundamental to psychological inquiry (Romanyshyn, 1978; Van Kaam, 1966).

Phenomenology therefore refers to the study of a phenomenon; conscious experiences; descriptions of actuality of a person's experiences; exploration of experiences through mind/body relationships. It "seeks to understand the human condition as it manifests itself in our concrete lived situations" (Valle & King, 1978, p. 6).

The Purpose of Phenomenological Research

The purpose of phenomenological inquiry is to extend and deepen knowledge of human experience in a wholistic fashion; to draw out the experiences as lived by the experiencers (Giorgi, 1970). For this reason the coresearchers (participants in a phenomenological research) become the central focus for understanding a phenomenon.

Their perspectives are essential since the aim of phenomenological research is to study and gain insight into the participants' actual experiences. The phenomenologists' ultimate goal is to arrive at an understanding of the essence of the phenomenon (Giorgi, 1971; Valle & King, 1978). Having found the essence of the phenomenon through describing, interpreting, and giving meaning to experiences as experienced by the coresearchers, the phenomenologist then seeks applicability through different persons' experiences. The "essence of the phenomenon" is a phenomenon that has essentially the same meaning in different situations at different times (Valle & King, 1978, p. 15); "through description the pre-reflective world is brought to a level of reflective awareness where it manifests itself as meaning" (Valle & King, 1978, p. 17). By exploring meaning and developing an essence of the phenomenon or underlying structure there will be commonalties of experiences

through many diverse appearances of the phenomenon (Valle & King, 1978, p. 16).

Research Design: Interview

The most commonly used techniques in phenomenological inquiry include naturalistic observation, case studies, and interviews (Colaizzi, 1978; Guba, 1979; Van Manen, 1984). For the interview, the roles of both the participant and researcher are critical.

The interview as a research tool offers a means for bringing into focus the "participants" themselves. Participants are able to inform and describe their experiences as they are lived.

> In the interview, the subject is often faced with describing what has been lived out on a pre-reflective level. These phenomena are hard to speak about, yet are readily identifiable in the subject's everyday experiences. Because it is also dynamic and relational, the interview provides a human context that motivates the subject to take up the task of articulating complex, lived experiences (Becker, 1986, p. 102).

It is therefore important that participants are selected by how well they can develop an illuminating relationship to the phenomenon (Osborne, 1989) and there is a conscious effort to create interpersonal disparity and versatility among participants so the data is empathetically generalizable. "Each life reaches intentionally into the life of every other and all are interwoven in different, closer, or more distant ways in the association of life" (Husserl, 1954, p. 240) so that there are multiple perspectives of the phenomenon.

The researcher, too, brings his/her own perspective. Becker (1986) mentions that the topics of investigation are usually of special interest to the researchers who most often

> had experienced the phenomenon they were researching as prominent parts of their life-worlds. In some ways these researchers could be said to be 'life-world experts' of the phenomenon, people who already knew the phenomenon from the inside. This may be essential to the building of rapport in the human science research interview, as well as to the researcher's ability to synthesize the interview data (Becker, 1986, pp. 102-103).

By working out personal reactions, intuitions, and feelings so as to take into account the lived experiences of the coresearchers (Morgan, 1987), the researcher is able to probe and observe the coresearchers' experiences.

Validity

Natural scientific research describes validity as an experiment measuring what it is supposed to measure. Osborne (1989) identifies four ways to assess the validity in a phenomenological research. They are listed as follows:

1. The researcher first identifies his/her orientation to the phenomenon so the reader can better understand the interpretations of the data.

2. During the interpretations of the data all of the participants are encouraged to review the interpretations made by the researcher to ensure goodness of fit. Validation is a continuous process in which

there is an agreement made by the coresearcher as to what the researcher has identified as truth.

3. There are coherent and convincing arguments from the interpretations of the data.

4. The last check for validity occurs when others experience and share similar feelings with the participants in the study (Osborne, p. 28).

Reliability

In human science reliability and validity are intermingled. Reliability searches for truth or the essence of the phenomenon. It occurs when there is a "persistence of meaning through factual variations" (Wertz, 1984). Each experience may be different from other coresearchers' experiences but all are able to relate to the phenomenon. "Different interviews of different participants produce situations which are never repeatable but which provide multiple perspectives which can lead to unified descriptions of the phenomenon" (Osborne, 1989, p. 26).

CHAPTER IV

METHODS

Statement of Research Problem

The major question proposed to teachers involved in this study was: "What are your experiences of using sign language as you communicate and interact with hearing impaired children in your classroom?"

Bracketing

Bracketing focuses on the researcher, it is a process which involves recognizing, interrogating, acknowledging, and setting aside presuppositions about the phenomena through writing, identifying, and making explicit one's own biases, opinions, and expectations (Barritt, Beekerman, Bleeker, & Mulderij, 1983; Becker, 1986; Bogdan & Biklen, 1982; Polkinghorne, 1983).

My interest in this phenomenon arose from my personal experiences of becoming deaf, of interacting with hearing impaired individuals, of having to learn sign language, and of becoming a teacher of the hearing impaired.

People may wonder why I would become so concerned about my own sign language skills when it is assumed that I should already be a skilled signer. I grew up hearing, became hearing impaired at thirteen, and then started going deaf at the age of eighteen. It was during my second year of university that I was exposed to sign language.

My direct involvement and prior encounters with other university students in the hearing impaired program is the reason I chose this phenomenon to investigate. I was able to share experiences with teachers training in the program because I was also learning sign language. We were frustrated with our sign language training, not so much because of the course itself, but of our own realizations that sign was more difficult to learn than what we had first anticipated.

By sifting through my own experiences I have been able to draw out some of my own predispositions as follows:

1.) All teachers of the hearing impaired prefer courses geared to developing their skills in sign. Courses in anatomy and physiology of the ear are less applicable to classroom settings and everyday interaction with hearing impaired students. I felt there was a need for more sign language training.

2.) Given the choice between learning signed English and ASL, all teachers of the hearing impaired choose to learn ASL for effective interactions and communication within the classroom. During the time of training we were all taking a course in manual communication which focused on ASL, but some of us were becoming confused with the exposure to signed English in practice teaching experiences.

3.) Hearing teachers of the deaf are aware of their own limits as unskilled users of ASL, signed English, or any other form of manual communication because they haven't had the necessary exposure or time to become fluent signers. Most of us had only begun to feel confident with our signing within the program.

Classroom teaching experiences and interactions with deaf adults outside the program made most of us feel inadequate in our signing skills because we were able to see a higher level of signing that none of us had attained.

4.) Hearing teachers (some deaf) do not feel adequately prepared in ASL skills or other manual skills after leaving formal training facilities. I personally wanted to continue to take sign classes after completing the training program. I felt there was a need to develop more on my receptive skills in sign language. My own use of a sign language interpreter in the university setting enabled me to transfer some of these skills as I became a teacher of the hearing impaired. I realized that using sign in the university is not always comparable to teaching in a classroom setting.

5.) Hearing teachers of the deaf have a hard time associating with deaf adults because of their lack of signing skills. I always felt it was somewhat easier for deaf adults to accept me because I was deaf and could share similar experiences. I became a more fluent signer through interactions with deaf adults but still remember the initial experiences of trying to communicate. I, therefore, am sensitive to the feelings of hearing teachers trying to associate with deaf adults.

With the concerns that have developed from my own experiences and the shared experiences of others, I realize there has been a strong degree of personal bias involved in this research. Yet, there is a "recognition that all scientific investigations begin with the observer's biased curiosity and it continues on its way bolstered and nourished by those values" (Locke, Spirduso, & Silverman, 1987, p.

185). My prior knowledge became an advantage to the research; not only did it give me a preliminary identification with the phenomenon but it helped me in manifesting the phenomenon for research. Therefore the relationship I was experiencing allowed me to enter an ongoing process of not only modifying my understanding of the phenomenon but also of generating new information from the experiences of these teachers. Throughout the research I continued to analyze and change my own thoughts as I continued to discover and better relate to the participants and the phenomenon itself. I was genuinely surprised with some simple realizations that occurred only after successive and continuous analysis of the data.

Pilot Study

As part of a course project concerning qualitative phenomenological research designs in 1990, I approached and interviewed five hearing teachers training to become teachers of the hearing impaired.

This work enabled me to gain valuable insight of beginning teachers' experiences of learning sign language. In addition, I have developed my interviewing skills, active listening skills and questioning techniques from working on the pilot study. I have also become more comfortable in using a phenomenological design.

By doing the pilot study I was able to discover problems and find solutions to them. I was alerted to some of the themes which might emerge from this study. Teachers in the pilot study saw that sign language was important in teaching deaf and hard of hearing children. These teachers were unable to learn sign language at a level necessary for teaching because of the time constraints in

learning other skills. These teachers perceived outside pressure from parents, teachers, and other professionals to be skilled signers.

One of the strongest feelings present was that of frustration when it came to learning sign language. When these hearing teachers were asked about about signing abilities there were responses such as "frustration is the first word that comes to mind" and "how I feel about my sign language, right now? I don't feel ready-- as ready as what I want to be in order to go out and be a teacher of the deaf and hard of hearing".

Throughout these interviews there was a realization that sign language was difficult to learn; "I found the sign language quite interesting, I thought it would be much easier to learn sign language than what it is. I took sign language before I came into the program. Then I discovered there that American Sign Language wasn't that easy".

Another emerging theme was lowered self-confidence due to a lack of receptive skills during interactions between the teacher and student, "But when I went into the school with my receptive skills, I had problems and my fears became realities, my fears became reinforced", and "I found that when not in the classroom itself but maybe recess time, lunch time, play time that if the kids had a problem they started signing very, very fast and using much more ASL and that's when I felt really frustrated".

All of the participants projected major concerns in developing a rapport with the students, "I want to be a teacher who can communicate both ways [receptively and expressively] with the kids.

I don't want an interpreter in my classroom, that would make the students and myself separate".

Participants

"Coresearcher" is a term used to describe the informants or individuals who are treated as full participants in the research. For this study participants are hearing teachers of deaf and hard of hearing students.

I selected two hearing teachers who recently began teaching because they could relate both to their work with hearing impaired students and to their recent training experiences in the teacher diploma program for hearing impaired studies. I also included two hearing teachers who had worked for many years as teachers of the deaf.

All of the participant names have been altered to ensure confidentiality throughout this research.

Sue (27 yrs. old) has three years of teaching experience. She works with Primary and grade 1 hearing impaired children within a Total Communication program. Sue has her B. Ed. degree and Hearing Impaired diploma which was completed two years ago. Her interest in deafness developed out of her initial contact of working with deaf children and also out of having a deaf roommate from whom she learned ASL. This friendship encouraged her to pursue her career choices, and developed her interest in learning more about deafness (Deaf culture, and ASL). Sue is very aware of the Deaf community and Deaf culture.

Nancy (24 yrs. old) has one year of teaching experience working with Primary children in a Total Communication program.

She has a B. Ed. degree and a Hearing Impaired diploma. Nancy's interests in deafness began when she was very young. She was always fascinated with the sign language aspect of communication. She had fun learning the alphabet and trying to communicate with a deaf friend. Later during junior high school Nancy had the opportunity to visit a deaf program. She was very interested in becoming a teacher of the deaf but the teacher discouraged her dreams. The teacher told her she had to be fully committed and take many courses to be able to work with deaf children. Her interests were later revived as she was finishing her B. Ed. degree (Music minor). Nancy decided to take an optional introductory course which focused on deafness. This course strengthened her previous interests. She decided to apply to the teachers training program in hearing impaired studies where she was later accepted.

Linda (38) became interested in signing and learning the alphabet off of a card for fun when she was younger. She developed a habit of walking around and fingerspelling everything. Her mother often told her she looked funny but she continued out of habit. After studying to be a speech pathologist she decided to study deaf education rather than audiology. Linda describes herself as being totally fascinated about working with deaf children because their experiences are so different from hearing children. After obtaining a masters degree in Hearing Impaired education Linda taught in a pre-school Oral program; she has taught for 16 years. Her initial experiences of learning sign came from both her practice teaching experiences and through some contact with deaf adults. Linda supported the program's switch from an oral to a sign-assisted oral

focus (using Signed English and whatever modes of communication the teacher felt were helpful). Linda felt that signing in the classroom would improve her relationship with the students.

Jan (64) has been teaching since 1947 and for 25 of these years she has been working with deaf children. Most prominent in Jan's experiences are the changes she has faced in deaf education. She has worked in an oral program, an oral program incorporating Cued Speech, an oral program incorporating Fingerspelling, a Total Communication program incorporating signed English, and an ASL program. Jan has had to continually change her communication method to fit with the philosophy of the school in which she was working and up-graded her skills by taking more courses. She has a B. Ed. and one year in Hearing Impaired studies. Jan presently works in an ASL program with grade six hearing impaired students.

Procedures

Initial contact was made over the phone with the four potential participants. I introduced myself and discussed my interest in having each individual become a participant in the study. Arrangements for a meeting were made at a time and location suggested by the participant.

Two interpreters were also contacted concerning availability and time schedules. I selected the same two interpreters throughout the study as I was comfortable with their interpreting style and their flexibility to meet on changed schedules or short notice. I also valued and respected our relationship in other formal settings. These interpreters had a foreunderstanding as to the purpose and

nature of my study. One of them had also interpreted in the pilot study.

During the first meeting with each participant I discussed the proposed nature and intent of the research, the rights of the participant, the role of the participant, the participant's preferred method/mode of communication during the interview, the role of professional interpreters, the method for conducting the interviews, the equipment used during the interviews, and the method for transcribing the interviews. The consent form was also discussed to ensure the participant's understanding of the right to withdraw at any time and the confidentiality as to name(s) of person(s), place(s), or institution(s).

All four of the selected individuals agreed to become participants in this study and then filled out the consent form (Appendix A) and demographic data sheet (Appendix B). Each participant was then provided with a small notebook to be used as a journal. This helped the participant to be more fully aware of her own experiences by writing down her thoughts and ideas beforehand. At the end of the first meeting the second interview was arranged for one to two weeks later.

The second meeting involved a semi-structured interview during which I proceeded to ask open-ended questions. Samples of the questions are found in appendix C.

Data were collected in the second interview using a tape recorder. Participants were given the opportunity to use English, sign, or whatever mode or combination of modes they felt most comfortable with (i.e.; signing alone, speaking alone, or combination

of signing and speaking). The interpreter sat beside the participant and in direct eye-contact with the researcher so there was minimal interferences in communication. Three of the participants decided to use an interpreter, voicing throughout the interview. Only one participant decided to sign and voice in the presence of an interpreter. The open-ended interviews lasted from one to two hours. Participants were asked if they wished to share anything they had written in their journals.

Professional interpreters transcribed the audio-taped second interviews to print form. A copy of this transcribed interview was given to the respective participant prior to the third meeting so there was time to reflect upon and analyze her interview, add new ideas, and give more detailed explanations. There was also an opportunity to discuss their journals.

During the third interview I proceeded to discuss the transcribed interview, checking for clarity, understanding, and accuracy of the information. More in-depth questioning of the participant's statements were made. During this time I also asked new questions that became included as the research progressed.

Equipment

The equipment used for the audiotaped interviews consisted of a microphone hooked into a cassette tape recorder. The reason for using an audiotape over videotape was to reduce the number of transcriptions. The reason for switching from an audiotape to live captioning occurred to me after the third set of meetings had begun. The live captioning was simple and easy to use, saving time and costs for transcribing. This process involved using a word processor and

typing the interview immediately into the computer as the interview was taking place. The participant was able to check, verify, and clarify their own comments immediately. The live caption also allowed me to include my immediate reactions and comments following these interviews.

Treatment of Data

The interviews were transcribed from an audiotape to written form. Following the suggestions of Colaizzi (1978) and Osborne (1989) I then proceeded to read and re-read the interviews in order to get a feel for the data. Successive data gathering of interviews create a respiralling effect and also a more complete illumination of the phenomenon. I then proceeded to separate meaning units in each interview and then gave each of these a simple paraphrase. Each paraphrase was then given a label. Each meaning unit was numbered for easier location later in the data analysis. There was a continuous period of revising paraphrases and labels.

A corroborative interview or third phase of the study was conducted with each of the participants. This became an important part of the procedure as it helped capture more in-depth description of the phenomenon, exhaust previously elaborated descriptions, validate the descriptions, and clarify any statements made by the participant.

As I began the third set of interviews I was concerned with the time frame of having the interviews transcribed as the second set of interviews took one and a half months to be transcribed. Linda's third interview was recorded using an audio-tape. However, for the reasons of reduced time and cost, the remaining interviews were

transcribed immediately during the interview using live captions or instant caption on a Macintosh computer (dialogue to written form). All of the participants signed during this third interview.

After the third set of interviews were transcribed I proceeded to follow a combination of the analytical procedures suggested by Bibby (1990), Colaizzi (1978), and Osborne (1989):

1. Protocols were assigned numbers for easier referencing later in the data analysis.

2. Protocols were reduced to simple paraphrases while following a sentence-by-sentence analysis.

3. Categories (subordinate) were given to each sentence or group of sentences that have been assigned paraphrases.

4. Themes which emerged were clustered in groups.

5. Each cluster of common subordinate themes was given a basic description.

6. These clusters were then put into higher order clusters.

7. This hierarchical procedure then allowed for higher order clusters to be synthesized into main themes that helped define the structure of the phenomenon under investigation.

8. Data were then presented in both tabular and written form.

CHAPTER V

RESULTS OF THE STUDY

This chapter is separated into two sections. The first section presents the the data analysis and the lived experiences of the following participants: Sue, Nancy, Linda, and Jan. The second part of this chapter involves the synthesis and summary of themes which emerged from the data analysis.

Section 1: Data Analysis

This section is comprised of four levels of analysis for each of the participants experiences: (a) excerpts from transcribed interviews; (b) thematic clusters; (c) higher order themes; and (d) the combined analysis. Sue's data are found in Tables 1, 2, 3, and 13; Nancy's in Tables 4, 5, 6; and 13; Linda's in Tables 7, 8, 9, and 13; Jan's in Tables 10, 11, 12, and 13.

Table 14 provides only examples for the content of these themes which have evolved in this study. It is not meant to lead directly from Table 13 but to provide an idea of the issues involved in the themes.

Table 1

Excerpts from Sue's Transcribed Interviews	Two Levels of Abstraction Paraphrases	Categories
1. I learned a lot about school over here which is umm English, and a lot about the Deaf Community here, and ASL from my roommate. So, my first experiences kinda clashed.	The different learning experiences encountered at school and in the deaf community as to mode of communication used created dissonance.	Deaf Adults
2. Well, mostly I just wanted to learn. I was a little bit frustrated, I guess, because the teacher that I worked with was first year and she really knew nothing. Like, you know that yellow English book [sign book] , she used that a lot, she would open it up and read it. You know, like she would teach, and then say "just a minute", walk over here and open up the book, then walk over here and sign some more, and I knew nothing.	Wanted to learn sign language from teacher but was frustrated with the teacher's poor signing skills.	Frustration
3. And I didn't have good communication, I knew that because I spent some time with the Deaf Community and felt really out of it. So, I think mostly I wanted to learn, and I learned the most from my roommate because I felt that she had personal experience and knew more.	The Deaf Community and deaf roommate both encouraged more learning due to own realizations and feelings of being unable to communicate well with them and felt that deaf adults were the 'experts'.	Deaf Adults
4. Frustration over here, because I saw that she was a good teacher, she had some good ideas, some good teaching methods, but she couldn't communicate and I remember feeling really frustrated. Like one morning a boy came running in and his mother had left the night before, she just took off with another man. The boy told the teacher three times and she didn't understand, so finally he just gave up.	Frustrated as the teacher had good ideas and methods but could not communicate with the students.	Frustration

5. And here feeling like she [deaf teacher] had something more to offer because she could communicate. This woman, my roommate, she also taught. She taught pre-school kids. Set-up the program. So, they were both teachers, and she could communicate.	Deaf teacher had more to offer than the hearing teacher because she could sign.	Deaf Teachers
6. Anyways, so I felt that my roommate's [deaf] communication was more skilled, and her knowledge of the Deaf community was somehow more...valid because she herself experienced it.	Felt that roommate was more skilled because she could communicate better and had experiences within the Deaf community.	Deaf Teachers
7. Well, I have 6 kids, they're all six years old, I think they are all right now, and we're trying to do Grade One curriculum with them all, but you know, we're modifying the language level for each child.	Children are involve in the regular curriculum for their age levels but language levels were modified to meet their needs.	Communic-ation
8. In a large group, with all 6 kids, usually what you're seeing now [indicating signing during interview], so you can get a good idea of what the kids see from me. My voice is not natural for the hearing kids [those that depend more on oral communication] and my sign is not clear for the visual kids [those that depend more on manual communication].	Uses a combination of voice and sign in the classroom which becomes unnatural and unclear.	Unclear
9. When I'm one on one or in a small group, I modify my style for each kid, and try to follow their kind of communication, so I would use a little bit of ASL.	Adapts style to meet the needs of each child; sometimes tries using ASL.	Communica-tion
10. I don't know a whole lot [ASL], so I don't use it, I maybe use some characteristics, but I don't use a lot of structure because I don't know it.	Is unsure of signing ASL structure but will use what she knows.	Abilities
11. So I try a little bit of ASL, use PSE, I drop my voice, I dramatize, I draw pictures, I speak only, with one child,	Will use whatever is needed in communicating with the children.	Communica-tion

umm everything, whatever I need.		
12. I feel comfortable myself using a variety, but I have problems with school policy. There's not really a policy right now, but the general feelings are that we need to be more consistent, choose one method and use it all the time I don't feel comfortable with that because I think it's limiting.	Feels a set policy would help create consistency in teaching but she would feel limited in using one method.	Policy
13. I feel comfortable using whatever with each child because I think they need different kinds of communication. I don't care what kind of communication I use, I want it to be clear. So comfortable with that.	Feels comfortable in using whatever kinds of communication that help the child understand, not just simultaneous communication.	Communication
14. Not comfortable with the TC part, necessarily because I don't think it's fair. Not TC, really, I guess simultaneous communication. Confusing for me, because I'm thinking in two modes, signing and talking, and if it's confusing for me to use, it HAS to be confusing for them to pick up.	Combining both sign and voice is confusing.	Confusion
15. So, sometimes I think I'm not doing my job correctly because I'm not communicating clearly, so I'm not comfortable with that part.	Feels uncomfortable in not doing job well because own communication is not clear.	Abilities
16. BUT, you know, it's [voicing and signing] not clear when I do it [group activities] so it's not a good situation, so I do, I think you know, probably about half group and half individual.	Doesn't feel communication is clear in group situations so will also communicate directly to the individual students.	Unclear
17. I usually start with group and then find individual jobs that match their level And then I try to meet each one and communicate however Or I, sometimes I divide them into pairs or groups of three,	Will sign and voice to the group and then modify communication to meet a particular student's needs.	Communication

and then try to modify how I communicate. On the playground most of the time, I drop my voice and just...[sign].		
18. I think it's [signing without voice] more clear. It's more comfortable for me because I don't have to worry abut proper English speaking and proper signing, words and you know, all of that, I can just concentrate on clear signing.	Finds it easier to focus on the signing aspect of communication without using voice.	Unclear
19. It [the most important thing for teaching] has to be communication. Like, I think encouraging, maybe self esteem, because I see SO many deaf kids that feel lousy about themselves, like they're not confident.	Sees communication as important for building self-esteem and confidence in the children.	Self-esteem
20. But if you can't communicate, you can't show them how to become more confident, so I would have to say communication. Easy, clear, good, high level, not 2 and 3 word "mom, dad, baby" kinds of communication. GOOD communication.	Teachers need high communication skills in order to help build the child's self-esteem.	Self-esteem
21. I try. It's easy for me because I have young kids, so it's easy to build up that rapport and establish it.	Found it was easier to develop a rapport with younger children.	Rapport
22. I think it's [referring to student-teacher rapport] really important. Especially because I'm hearing and they [the students] are deaf.	Student-teacher rapport is especially important when the teacher is hearing.	Rapport
23. I'm not sure if they know right now that they are deaf and I'm hearing. But, when they're a little bit older, like the ten year olds, they know that my experiences are different. You have to have good rapport because there are many many things that we, as a hearing person, can't understand, and I know that.	There are things that hearing teachers will never understand so it's important to have a good rapport and understanding of the children.	Rapport

24. And there's many many things that those kids, as deaf kids, can't understand about me, so the rapport has to be good, like the understanding, the acceptance, has to be good, has to be there, have to have it.	Being unable to communicate affects rapport or relationship but still feels it's good.	Rapport
25. I know that I don't always understand them. You know, often I have to just give up and say "I don't know, I don't understand what you're talking about", like they don't give me enough information, and I'm sure that that affects, somehow effects my relationship with them, not understanding, but mostly I think it's good. They seem to feel comfortable in my class.	Feels understanding and communication are directly related to student-teacher rapport.	Rapport
26. Well, one thing for me, and I think it's my expectation for all teachers, they should, but many won't, but I think we should all have at the lowest, level 4 ASL, but we should have our Interpreter Certificate, we really should have good communication.	Expectations for teachers would be to have a minimum of Level 4 in ASL and the same signing skills as interpreters.	Expectations
27. But who is willing to give up another year of studying for a teaching job? Not many people.	Teachers are not willing to give up teaching for more training in sign language.	Limitations
28. But I think that for me, I need my Level 4 certificate before I feel really confident about my signing. And, probably we should have some good Signed English communication as well, you know, so that we can swing back and forth and not always depend on that PSE.	Not only needs to develop up to a Level 4 in signing skills but needs to understand how to incorporate other signing systems in order to feel comfortable.	Confidence
29. With communication, I think that's most important for me, is to become more fluent and more skilled. In ASL, like I want to be able to swing more, and I can't now.	Wants to become more fluent in ASL as well as be able to switch to other modes of communication.	Abilities

30. So that's sort of another goal for me, I don't know how to get there, is sort of to sign and speak more clearly, CLEARLY, which way? Do I sign "c-l-e-a-r-l-y", or "clear-ly".	Wants to use sign and voice more simultaneously and know how to sign specific words.	Abilities
31. Yeah, but I want a more solid, or established philosophy, I guess, of what to do for myself.	A more established philosophy would clarify understanding and own teaching.	Policy
32. Probably it's important to highlight (how do you sign that?), anyways, yeah "emphasize", emphasize that ASL is important part of communicating with deaf people and we as hearing teachers are threatened by that, and don't want to learn ASL, don't want to know how to communicate well [discussing hearing views: i.e. immersing deaf in hearing world rather than teachers learning sign language of deaf world].	With ASL being an important part of communication many teachers feel threatened because they don't want to learn to communicate well.	Threat
33. We want these kids to learn our way, not more cooperation. We don't want to cooperate with them. We expect them to become a little bit hearing [based on own biasedness].	Teachers in general want to normalize deaf children rather than accept them in their deaf world.	Hearing Attitude
34. Yeah, I said that MOST hearing teachers feel threatened. I do, yeah, and I want to learn it, but I know that there are many hearing teachers that don't want to learn it. So if I feel threatened, I know many other people must also.	Feel threatened because doesn't know how to use ASL and others feel threatened as they don't want to learn it [i.e. that learning English is more important].	Threat
35. Yeah, I don't know why [hearing teachers feel threatened]. Maybe part of it is that Deaf - Hearing thing, where deaf teachers can communicate well and we hearing teachers can't, so that's threatening.	Hearing teachers know deaf teachers have better communication skills than themselves, this is threatening.	Threat
36. Like, ASL will always be a second language if you're	Threatening because ASL will always be a second	Threat

hearing, so maybe that's threatening.	language for hearing teachers.	
37. For me, I just feel a little bit threatened because I know I will never have ASL skills because... Yeah, because it's my second language, it never will be the same as English.	Is threatened with the realization of never being fluent in ASL as it's a second language to English.	Threat
38. And also the time constraints for me, if I wanted to learn smooth ASL, I would have to drop teaching and integrate myself into the Deaf community, so it's either one or the other but not really both.	Feels limitations in becoming a fluent signer as she would have to leave job and immerse herself into the Deaf community; couldn't see herself doing both.	Limitations
39. So, for me, I think it's because I feel a little bit threatened because I know I will never reach my expectation [in ASL], like I expect myself to be the best and I know this time I can't. So, give up a little bit, do my best, but always feel it's not good enough.	It's a threat in knowing can never reach personal expectations of being a skilled signer in ASL.	Threat
40. I think that most of my opinions are influenced by my first experiences with deaf, like with my deaf roommate, because she was so sensitive to ASL and Deaf community issues. She really taught me a lot, and so that was my first experience.	Experiences with the Deaf Community and deaf roommate influenced opinions and made her . more sensitive to deaf issues.	Deaf Adults
41. Now I'm not AS threatened as some other people because I know a little bit. I know the "whys". I think that that [first relationship with the deaf] influenced me a lot. If I hadn't had that experience, I think that I would feel more strong English tendencies and stronger "they have to integrate into the Hearing Community".	Doesn't feel as threatened because the first experience with deaf people provided her with a better understanding and easier acceptance of deafness.	Deaf Adults
42. Because a lot of hearing teachers say things like "these kids HAVE to learn English signing skills because they will be integrated into the	A lot of teachers work on children's Signed English because they feel it's needed for integration into the Hearing community.	Hearing Attitude

Hearing community, they will live with hearing people, go to hearing stores", whatever.		
43. Well, his self-concept (esteem) is better in my class than when he's with hearing people, so it's really interesting.	Signing environment is better for one student's self-esteem.	Self-esteem
44. If I try 3 or 4 times [to understand student] and I have to give up because I can't understand that is frustrating.	Finds it frustrating when students have to repeat themselves and she can't understand.	Frustration
45. I don't have lots of situations, [of interacting with deaf adults] when I meet them, I sense a feeling of awkwardness. We are polite.	Feels awkward in meeting and talking to deaf adults.	Awkward
46. But they feel that because I am hearing I should NOT be teaching, definitely in my sign language classes.	Some deaf adults project the feeling that hearing teachers should not be teaching hearing impaired children who depend on sign for communication.	Deaf Views
47. I think it is communication, I'm not sure because I have seen both deaf and hearing, both skilled and unskilled, so I don't think it is the teaching specifically or being hearing but the communication thing. How to communicate with the children.	Her feelings from deaf people is that how well one communicates may be more important than whether one is hearing or deaf.	Deaf Views
48. And also the second language thing. ASL for many deaf, is their native language, but for hearing teachers ASL is a second language.	ASL is a native language for many deaf people but for hearing teachers it is a second language.	ASL
49. Hard, the vocabulary is not hard but the structure is very difficult to learn, because of having English as a first language.	The structure of ASL is difficult to learn because it's different from own native English structure.	Difficulties
50. Rapport [is important for being a teacher of the deaf] understanding what the children	Teachers need to develop a good rapport and understanding of deaf	Rapport

need because, with deaf children they have individual needs.	children and their individual needs.	
51. [In training you need] good communication, and assessment skills, and the knowledge, to know what to do with the assessments, using strengths, and knowing how to cope with weaknesses of speaking directly with children: receptive skills, ability to work with staff and parents.	Training skills should focus assessments, receptive skills, and ability to work with parents and staff.	Training
52. We need more contact with the deaf [in training]; more communication with them.	Training should involve a relationship with the deaf.	Training
53. We need more from the sign language classes themselves.	Needed more training in sign language class.	Training In Sign
54. I learned to communicate from practicing with deaf people rather from the [sign] class itself.	Learned to communicate by practicing with deaf people rather than from the sign class itself.	Learning
55. If you practice with hearing people well, when the communication breaks down you can always speak rather than figure out the sign.	If signing communication breaks down when signing with hearing people can always switch to English.	Break-Down
56. I think that before the program starts the person should be assessed for their signing skills, they should have a high level of communication established before entering the program.	Teachers training to become teachers of the deaf should have signing skills prior to entering the program.	Training
57. Because I don't think you can learn how to communicate fluently in one year, with one class a week. I am talking from my own experience. If I had entered [the program] with no communication I would have been lost?	It takes more than one year to communicate fluently in sign language.	Learning
58. As far as the training itself, as far as the deaf culture and sign language classes, I feel they were not there, there was lots of other classes instead.	Felt there was a lack of focus on Deaf culture and sign language in the training program.	Sign Classes

59. Again I emphasize higher sign language skills before entering the program, courses on deaf culture.	There is a need to focus on higher signing skills and deaf culture before entering the training program.	Training in Sign
60. My feeling is that hearing teachers feel threatened with deaf adults.	Hearing teachers feel threatened by deaf adults.	Theat
61. I would prefer fluency in both signing systems, when you are speaking about English signing systems, there are so many in use how do you master one consistently.	Exposure to many different signing systems makes it difficult to master one consistently.	Difficulties
62. Yet with ASL [learning and using] you need to maintain contact with deaf adults.	In learning/using ASL you need continuous contact with deaf adults.	Learning
63. The problem is not so much that ASL is a second language for me, but that mine is not fluent enough for my standards.	Signing skills do not meet own personal standards of acceptance.	Inadequacy
64. I would love to team teach, I think that would be a good way, I would like to try it, my first language is English, and the deaf adults first language is ASL so we [the class] would have the best of both in regards to communication.	A hearing teacher could use English and and deaf teacher could use ASL in a team teaching situation; it would be a way of exposing students to skilled first language users in both ASL and English.	Deaf Teachers
65. Plus I could learn more myself [when working with a deaf teacher]. I would have someone to feed off of, a bit selfish and expensive to hire someone so that I could learn sign language.	Would benefit in learning sign language from the deaf teacher in a team teaching situation.	Deaf Teachers
66. Plus having a deaf adult as a role model for both myself and the students, and the other staff. For example the principal, and hearing teachers, it gives them good experience, they could understand how tough communication is.	A deaf adult would be a good role model for the students and would also provide learning experiences for other staff members about communication.	Role Model

67. I don't think that my students even know that they are deaf, they do not understand the difference between deaf and hearing so that does not affect our rapport, however the lack of skill in sign language certainly affects our communication, which in turn affects our rapport.	Her students are not so much affected by whether she is hearing or deaf when it comes to rapport but more by whether she has good sign skills which affects their communication.	Rapport
68. Also, there is more chance of a communication breakdown, for example it happens a lot when the children come in all excited and want to tell me a story. I have to tell them to slow down and explain what different signs mean, the children sometimes will give up, they are not as eager to continue explaining. The focus becomes more on understanding rather than the story itself. So if my communication is lousy they don't want to bother telling me, this happens occasionally.	The students may become less eager to explain a story if she cannot understand the signs since the focus shifts away from the story itself to communication.	Rapport
69. My aide and I assist each other in this [understanding the students], which is nice.	The aide and teacher work together in trying to understand the students.	Team Work
70. Almost non-existent, it is true! I am embarrassed to say that I have almost no involvement within the deaf community.	Is embarrassed as there is no personal involvement with the deaf community.	Embarrassed
71. I enjoy visiting with deaf adults, but I have only a few friends, I meet them at conferences, meetings, if we get together for activities with the deaf school, or through my classes, however I don't socialize with them.	Has some deaf friends but usually meets with them in professional rather than social settings.	Deaf Adults
72. This is a little bit difficult for me anyway, because I meet people, not deaf or hearing, they are just people, if I enjoy someone I want to spend time	Feels a relationship should be based on whether the the people involved like each other and not by the fact that one is deaf or	Signing Relationship

with them, it is not dependent on whether they are deaf or hearing. I don't want to be socializing with someone simply because they are deaf [and wanting to learn sign].	hearing.	
73. If we [teachers] want to develop good communication we need to socialize [with deaf adults].	By socializing with deaf adults hearing teachers would develop good communication skills.	Learning
74. However, I feel that that is using people because they are deaf [for signing with], this is so unnatural. I think good relationships develop slowly over a long period of time, you can't just decide "I want to have a deaf friend".	Needs to already have a relationship developed with a deaf person because it would feel unnatural if the relationship was based on being exposed to sign language.	Signing Relationship
75. This possibly is another reason for setting-up team teaching situations, this is one solution. Some of my professional relationships turn into social relationships, some don't. One way to develop relationships is to have deaf and hearing working together, I think at ASD this happens, I know they have about a 50/50 split, I don't know if they mix or not, after all they see each other daily, they have to eat lunch together, don't they?	Team teaching with a deaf person offers a setting where the deaf and hearing could develop more natural social interactions out of professional interactions.	Team Teach
76. Perhaps at my school, one reason we feel intimidated about our level of signing is that we have no deaf people to socialize with.	Feels intimidated at the school as there are no deaf adults to socialize with.	Intimidation

Table 2

Thematic Clustering of Sue's Protocols

Clusters of Themes	Descriptions
1. Feelings Related to Own Signing Abilities (Abilities:15) (Frustration:44) (Inadequacy:63) (Confidence:28)	Sue is not comfortable in her work because she still feels she's not doing an adequate job; there is a struggle for communication and understanding. Finds it frustrating when she cannot understand the student's signing and has to ask them to repeat themselves more than once. Sue feels, with a Level 4 signing skills along with being able to swing along the ASL-English continuum, she would have more confidence in herself to sign with the children. At the moment Sue feels inadequate that her signing skills do not meet her personal standards of acceptance.
2. Signing With Deaf Adults (Awkward:45) (Deaf Adults:3)	Doesn't feel comfortable in communicating with with deaf adults and still feels awkward as there are not many opportunities in meeting and talking to deaf adults on a social level. Deaf adults experiences were more valid- wanted to learn more from them.
3. Feelings of Involving Deaf Teachers (Deaf Teachers:5,6,64,65) (Role Model:66) (Team Teach:75)	Feels it would be a positive experience of being more involved with deaf teachers in the work place. Deaf teachers have more to offer because they are already fluent signers and because they have more valid experiences, knowledge, and involvement with the Deaf community. Feels students would benefit from the ASL and English exposure if deaf and hearing teachers worked together. Feels she herself would benefit from the experience because deaf adults would be role models for improving own signing skills as well as increase the staff's understanding and knowledge of deafness. Feels more comfortable in learning sign from deaf adults in this fashion since roles would be more defined within professional boundaries. Sees it as a positive experience as there are possibilities for these professional relationships to develop into social relationships.

Note: Numbers in the parentheses refer to the categories which were identified with numbers in Table 1.

4. Student-Teacher Rapport (Frustration:4) (Rapport:21,22,23, 24,25,50,67,68)	Sue feels that because she is hearing it is important to try have a rapport with the students. At a younger age, communication skills are more critical because the younger children are not so much aware of their being deaf. She feels that when there is a breakdown in communication with these younger children they tend to become frustrated because the focus moves away from what one is actually trying to say to communication itself. Shows empathy towards the students as felt own frustrations in working with a teacher who did not have good signing skills or a good rapport with the students. Teachers need to develop a good rapport and understanding of deaf children and their individual needs. Students at this age are not fully aware of her being hearing so it was more important that she could understand and communicate with this younger group. Feels it is also important to accept their experiences and individual needs in order to develop a good rapport, this she felt was especially important with older students.
5. Communication and Students' Self-Esteem (Self-esteem:19,20,43)	Teachers need high levelled communication skills because it's important in helping develop a child's self-esteem and confidence. Good communication will create good self-esteem. Often, young children will become frustrated and unsure of their own abilities if they have to repeat themselves in order to be understood. One student's self esteem is higher when he's in a signing environment rather than in a non-signing environment with hearing people.
6. Training in Sign Language (Expectations:26) (Training In Sign:53,56,59) (Sign Classes:58)	Sue feels there is a need for teachers to have signing skills prior to entering training programs to become a teacher of the deaf. Her expectations are for teachers to have a Level 4 signing skills or skills which are comparable to interpreter skills. Not only felt there was a need for this but also felt there was a need for more skills from the sign language classes themselves and more contacts with deaf adults.
7. Training as a Teacher of the Deaf (Training:51,52)	Feels teacher training programs should involve more contact and communication with deaf adults and a better understanding of deaf children's' individual needs, assessment skills, ability to work with parents and other staff, and receptive skills.
8. Team Work With Other Hearing Staff Members (Team Work:69)	Feels there is a nice relationship with her aide; both work together in understanding the children's language and communication.
9. Relating to Policy (Policy:12,31)	Feels comfortable using a variety of communication modes with the children yet feels there is a problem of consistency in the school policy. Feels that students would be getting limited communication however if only one

	method of communication were to be used. Wishes to see a more established philosophy so she would better understand what is expected of her as a teacher.
10. Relating to Deaf As a Hearing Teacher (Hearing Attitude:33,42) (Deaf Adults:1,40,41,70) (Embarrassed:70)	Understands hearing teachers' perspective on culture, i.e. wanting to normalize and integrate deaf children into the Hearing community and expect them to be hearing. Doesn't feel as threatened as other teachers due to own initial experiences involving deafness (i.e.; interactions with deaf adults and the Deaf community had enabled Sue to develop a better understanding of Deaf issues). Was better able to see the conflicting issues between the school and the Deaf community because of this experience. Often relates with deaf adults during professional meetings but is embarrassed in that there are now no social or personal involvements with the Deaf community.
11. Problems With Learning Sign Language (Limitations:27,38) (Difficulties:49,61) (ASL:48) (Learning:57) (Signing Relationships:72, 74) (Break-Down:55) (Frustration:2)	One of the basic problems of becoming fluent in sign language is the fact that ASL is a second language to her own native language, English. Realizes it takes more than one year to become fluent in ASL (referring to teacher training program) because she would have to totally integrate herself into the the Deaf community. At the same time is not willing to give up own teaching time for improving sign language skills. Another problem she felt with learning from the Deaf community was that it would feel unnatural to develop a relationship for the need of improving on one's signing skills. Feels relationships should develop out of friendship and not whether one is hearing or deaf. Also felt frustrated in trying to learn from a teacher of the deaf whom herself had minimal sign language skills. When there was a communication breakdown in signing with hearing people they could always resort to voicing rather than figure out the sign. Finds the structure of ASL more difficult than the vocabulary.
12. Feeling Threatened as a Hearing Teacher (Deaf Views:46,47) (Intimidation:76) (Threat:32,34,35,36, 37,39,60)	Hearing teachers feel threatened by deaf adults because they project the feeling that hearing teachers should not be working with deaf children, she realizes it is not because she is hearing but that this group in general do not have the appropriate signing skills to be teaching. Therefore, the feelings projected by deaf adults is not whether one is hearing or deaf but how well she can communicate. Describes this as threatening as most deaf teachers can communicate well in ASL while most hearing teachers cannot. Feels increasingly threatened with the realization of being a part of the hearing group and also with the feelings of never being able acquire own personal expectations and goals of being a skilled ASL signer. Also feels intimidated about own level of signing as there are no deaf adults to socialize with

	in the school. Hearing teachers are threatened because there are two groups, one that doesn't want to learn and one that does want to learn but can't because ASL will always be a second language for them.
13. Learning Sign Language (Learning:54,62,73)	Learned sign from practicing with deaf adults rather than classes. Feels a need to maintain that contact with deaf adults. For communication you need to socialize with deaf adults.
14. Problems With Using Simultaneous Communication (Unclear:8,16,18) (Confusion:14)	Not comfortable with TC because it becomes a laborious task when having to combine sign and voice simultaneously. Feels it becomes confusing for the students as she sometimes forgets to either sign or voice, and also realizes that she sounds and looks unnatural and unclear when talking to a group of students. Finds it easier to focus on signing alone because her signing will become more clear. This is why she sometimes uses individual instruction to communicate with the children.
15. Adapting to Meet Students' Needs (Communication:7,9,11, 13,17)	Will use any kinds of communication to carry the information across. Will first focus on the group as a whole using simultaneous communication and then adapt style to meet individual needs. Will often modify the language levels as well, sometimes using ASL. Is in strong support of sign language in communication but will also use other methods or combination of methods and/or tools; ASL, PSE, English, dramatize, draw, and sometimes voicing or not voicing because the aim is for clear communication. Sue will therefore alter the classroom structure by shifting from group instruction to individual instruction.
16. Abilities in Sign Language (Abilities:10,29,30)	Sue doesn't know a lot of ASL characteristics or structure. Sue is unable to switch signing modes in her communication; moving along the ASL-English continuum. Sue is confused with the signs she uses as the different modes are overlapping. The goal is to be able to sign and speak more clearly.

Table 3

Sue's Higher Order Themes

Higher Order Themes	Descriptions
1. Using Sign Language (1,2,16)	Refers to Sue's feelings related to signing skills, her abilities in general/signing and signing with deaf adults.
2. Teaching and Using Sign Language (14,15)	Refers to Sue's communication with the students in the classroom and problems she faces in using simultaneous communication and being able to adapt to meet students' needs.
3. Dealing With Own Sign Language Skills and School Policies (9)	Refers to Sue's feelings in regards to policy and philosophy of programs in schools for hearing impaired children.
4. Developing Relationships With Students (4,5)	Refers to Sue's feelings in regards to student-teacher rapport, communication, and students' self-esteem.
5. Being Hearing (10,12)	Refers to Sue's feelings of signing with deaf adults, relating to deaf as a hearing teacher, and feelings of being threatened as a hearing teacher.
6. Learning Sign Language (6,7,11,13)	Refers to Sue's feelings of training in sign language as a teacher of the deaf, team work with other hearing staff members, problems with learning sign language, and learning sign language from deaf people.
7. Team Work/Teaching (3,8)	Refers to Sue's feelings of involving deaf teachers, and working with other hearing staff members.

Note: Numbers in parantheses refer to the numbered 'clusters of themes' in Table 2.

Table 4

Excerpts from Nancy's Transcribed Interviews	Two Levels of Abstraction Paraphrases	Categories
1. Okay. First of all, I have 4 levels, or 4, yeah, that's probably better. I have 4 VERY different levels of kids in my class. Ranging from totally oral to extremely deaf and using mostly gestures.	Works with children who range from oral to extremely deaf who depend on different modes of communication.	Levels
2. And I use a lot of expression, and I use a lot of voice, for the ones that can hear, and I use signs in an order that the deaf boy can understand, the very deaf one, he uses just gestures.	Uses a variety of communication modes so that all of the students can understand.	Communication
3. Oh, also. When I'm teaching in front of the class, or when I'm introducing a new concept and we're talking about Social Studies, Science, or whatever, even Language Arts, when we're doing a new concept, I will mix it together too, I will sign and speak in English, Signed English and spoken English first of all, I will be very expressive, and almost act things out as I am signing. And then I will clarify for each student in the way that they can understand it.	Will first communicate using Signed English and then communicate to each student in a mode they can best understand.	Communication
4. So I almost have to do it three or four times. I don't like it (laugh). I wish I...mind you, I wish I had kids at the same levels, but I don't think that's possible in any class.	It would be better to have children communicating at the same level but doesn't see this as possible.	Choices
5. So I like it for the variety. I get to work at 4 different levels, and it's never boring, I don't think, and I can watch each of them grow at their own levels.	Finds it interesting working with children at different language levels.	Levels

6. But, uhh sometimes it's frustrating because I can lose one or the other when I switch over to the different methods. But I almost don't have a choice because I have to try and keep all 4 of them attentive and motivated and with me, so I'm constantly switching when I have them all together, and that's when I lose some of them. One on one I'm a lot more effective. Which is why I have a full time aide, probably.	It is difficult to keep the attention of all the students when switching to different modes of communication.	Switching Modes
7. I feel VERY frustrated, often because he is so limited, and I could have all the sign language in the world but I can't figure out what all his gestures mean.	Feels frustrated with the limited communication and limited understanding with one student.	Frustration
8. I'm sure that I am hard on them, but I think that when you provide that kind of an environment for students, where they do realize that you care about them, and those expectations are placed on them, then it's almost, in a way, a safe feeling, or - well, safe and consistent.	By placing high expectations on the students she provides a safe and consistent learning environment for them.	Expectations
9. Okay. I think when we are talking about sign language, we have to talk about where I learned it, or where I was supposed to learn it as a teacher of the deaf. In the program, which was a little over a year long, I had 2 courses in sign language.	Was suppose to learn sign language from two courses in the training program.	Training in Sign
10. Which, well, the program was intended to prepare me for teaching deaf children. I mean, we all know that a lot of teaching comes from experience, so I should have had minimal skills, well, not minimal skills, but proper skills for entering the class on the first day and being	Didn't feel prepared in sign language from the program as didn't have provide enough training in for signing skills entering the classroom.	Training in Sign

able to communicate, and I don't think that uh...		
11. I was lucky that I had the low level kids that I did when I started because if I would have had any higher, I don't know what I would have done. I've been able to refine my skills with these kids. And my fluency and such. I'm a lot more comfortable and a lot more flowing and smooth in my signs.	Feels the experience of working with low level kids helped in her feeling more comfortable as she was able to refine her skills in sign language.	Comfortable
12. But in terms of signs, the sign language aspect of it, I'm not sure that one blanket policy will work with the kinds of kids that at least I work with. I'm convinced that it won't work. Because of the differing levels in my class.	Doesn't feel one set policy will work because she has to use a variety of modes depending on students' needs.	Policy
13. I need to have skills in English, which is obvious as a teacher. I need to have skills in ASL, which is obvious with at least one of my students, and the other students in the classroom as well. And I need to have a combination of because I am teaching all 4 of them, often at one time. I wasn't prepared for that, but I have since refined a lot of my techniques when I have them all together.	Wasn't prepared for the range of skills required for dealing with different modes of communication within the classroom yet has been able to refine these skills.	Abilities
14. I guess I looked at what they were using, and where they were at, and I guess from the start I had to adapt to what each child was using.	Developed communication approaches by determining what communication levels the students were using.	Levels
15. That would probably be at story time and such when I'm trying to convey a story. I mean stories are supposed to be exciting and interesting and new and you're supposed to be able to predict what's going to happen. I mean, whatever,	Story-telling situations are an example of when she was best able to refine her skills as she had to communicate four different ways at once.	Levels

it's something new to them. That was probably when I had the best experience with refining, because I had to try and get the same message across four different ways, at the same time.		
16. So I'm sure that I had many experiences of missing a few of them, or even conveying the wrong message to someone. For example, talking to the deaf boy when I should be talking to the visually impaired girl. I mean, he's not understanding a word I'm saying, or else signing to her and she can't see me, nor can she hear me...I mean, she needs speech. I mean, in refining, you almost had to sit in the right order for me and I had to really be aware of who I'm talking to and what their needs are, so...	In refining her skills she became aware of who she was talking to and what their needs were.	Levels
17. And I'm finding that if you are wanting to teach concepts, and teaching abstract concepts, or heavily abstract concepts, anything but reading basically, if you wanted to get a message across, you wanted to get an understanding across, then you're going to have to go where the children are, and very often where they're going to get the best understanding is ASL.	In teaching abstract concepts or when trying to get a message across will use what the students can best understand, which is usually in ASL.	Beliefs
18. Well, obviously, I would like to. I think that it would challenge me, in a different way, but it would challenge me in a way that I would like to be challenged, with my sign skills. I think I would be alright now, in teaching them, now that I've seen some of the higher levels.	Looks at working with older kids as a positive challenge to improve her signing skills.	Challenge

19. I think I would like to work alongside someone with ASL skills, or at least to be in contact with someone who I could always go to for advice or help, in my teachings.	Would like to work with someone having ASL skills or whom she could get advice from in her teaching.	Team Teach
20. But I think I would adapt alright in teaching with my sign skills. Like often I'm intimidated with people, even deaf adults, that have very good sign skills. I often feel "oh, they're watching me", and I'm not, or I'm signing this wrong, or I'm signing that wrong. But I think that more often than not, I'm...that it's okay to make mistakes, I'm not perfect, and they have to understand that. And if they don't, then there's just not a good relationship there to begin with.	Often feels intimidated by the deaf in regards to own signing skills but expressed a need for people to understand that no one is perfect; has come in terms with her own signing skills.	Intimidation
21. Experience. When I'm sitting with a deaf person and another hearing person whose sign skills are wonderful, I often feel like I should shut up and not say anything because the hearing person will be watching me as well as the deaf person, and so from both ends of the spectrum I will be intimidated. But like I say, more often than that, I'm losing a lot of that.	Is getting over the feelings of intimidation when others have signing skills which are superior to her own skills.	Intimidation
22. And I feel like, I guess I always feel like I'm doing the best that I can at that moment, and I'm always trying, and I'm always learning, and I think that its a never-ending process of learning.	Is always trying to do her best; understands she will always be learning.	Trying to Do Best
23. So if the person you're chatting with is umm... understands, or maybe there has to be an understanding of that. Look, I'm learning, I'm always learning, and I want to learn, which is the key. So	Feels the person you talk to has to understand your skills and realize you really want to learn more.	Understand

I'm not here saying that I know everything, I'm here saying that I want to learn. So you'll have to excuse my mistakes and help me, that's all. Just like I could probably help them with their reading.		
24. I think that my basic belief when working with deaf children is that there needs to be a bi-lingual or a bi-cultural approach. I think it's the best possible solution for one teacher to meet the needs of all the students in the class.	Feels in order to meet the needs of all students there should be a bi-lingual or bi-cultural approach in the classroom.	Bilingual Bicultural Approach
25. Even, the ideal situation would be to have a hearing teacher, or not necessarily a hearing teacher, but a teacher with very good English skills and a teacher with very good ASL skills, and the kids will have the benefit of both worlds. Exposing them to the Deaf culture and the Hearing culture.	It would be an ideal situation to have a teacher with ASL skills and a teacher with English skills as students would be provided with an exposure to both deaf and hearing cultures.	Communication Approach
26. Because for them to have only a deaf teacher and only ASL, it's not even a real world. The children will leave school and then there will be a culture shock. If they're not prepared in any way for what the real world is. If the deaf teacher can share with them everything that there is, in both cultures, that would be fine, but I don't know if that's always the case.	Having only a deaf teacher who uses ASL may not always prepare students for the real world; deaf and hearing.	Culture
27. Yeah, I think I use the middle area [Pidgin]. Like I say, I think I use the middle as a common ground, and then go back and forth to clarify to individual students.	Will use Pidgin and then move back and forth along the continuum between ASL and Signed English.	Communication
28. I think that when you're looking at education for specifically deaf children, I think that both cultures, and	Students will benefit from teachers who can share different cultures and whom can work together.	Team Teach

all teachers, everyone, need to work together for the good of the individual student, and for your class as a whole.		
29. Well, it's probably in my experience, with some deaf people I've met so far, I get the feeling that I'm inadequate when I'm educating deaf children. I don't know, I can't relate to the children. I will never be able to relate to the children, umm to say "Yes, I know how you feel", because I don't know how they feel, because I'm not deaf.	Feelings of inadequacy felt from deaf people because will never be able to fully relate to deafness as a teacher.	Inadequacy
30. But I think that it will never be all deaf people educating all deaf children. It just never will be. I don't think that's something to strive for.	Feels it should not be a goal to have all deaf teachers working with deaf children.	Deaf Teachers
31. I think that you should always take experiences from other people, and look at what they know, take from their knowledge. Because you never will have THE way. Nor will deaf people have THE way, it's just not the way it works. It's just a rule of life, for me, that you have to work together with people to accomplish your goals, and I don't think that one or the other, working separately will accomplish it.	Doesn't feel there is one approach that will work for all hearing impaired children. Information and knowledge should be shared so that people can work together.	Supportive Network
32. And I think that getting knowledge, like I say, getting someone that is familiar with Deaf culture and ASL and who really knows that can come in and share with me, and share with the kids, and we can really work together. And to let the kids know that they, there are different ways of doing things, and you're going to meet different people in life and you need to get along the	Would like to have the children exposed to Deaf culture and ASL so they are better able to deal with real world situations.	Culture

best you can. So you need knowledge from all areas, and experiences from all areas, and you need it all, to be able to get along in the real world to the best of your abilities. Because you can be guaranteed that you're not going to be in isolation. And if you want to be, that's fine, but for the most part, people want to know how to get along in real life. And that's what we're trying to prepare our children, is to get along in life, in the real world.		
33. Yeah. I think that I would like to talk about my experience with sign language, and not really... yeah, well...how I learned sign language for the most part. I think what prepared me the most for entering the classroom and teaching deaf children was my informal experience in talking with deaf people. And close deaf friends. That would be what prepared me the most, because it was in an informal setting and it was, almost everyday conversation, and in that context, that was where I picked up most of my words. Because that's what I used.	Talking informally with deaf adults prepared her the most in the sign language skills that were needed for in the classroom.	Deaf Adults
34. Now I believe that the university course for sign language was approximately a level one. So, I mean, that did very little to prepare me for entering the classroom. Because it was out of context vocabulary, and almost immediately afterwards you forget.	Level 1 Sign Language at the university didn't prepare her for the classroom because the the vocabulary was out of context and easily forgotten.	Training in Sign
35. When we sat informally afterwards and chatted was when we most often learned, our sign language, so for that reason I would say that's what prepared me the most in sign	Learner most of her sign language through social interactions with deaf people.	Deaf Adults

language was in everyday conversation with deaf people.		
36. If that can be somehow incorporated into the program then I think that would be a definite plus. In other words, taking the students out, into the community, etc., associating with deaf people, and I think even more of that than class time would be much more beneficial in preparing the teachers to work with deaf kids.	By associating teachers with deaf people during training these teachers would be better prepared in working with deaf children.	Deaf Adults
37. In my class? Or with friends? I think one of my best experiences with using sign language would be with my young boy in my class, 9 years, he gestures, and has limited language, he came into the class Monday morning, we always talk about weekend and he acted, gestured and a bit of sign, I wrote it down and he agrees, we come to a consensus, I check with him.	One of the best experiences of using sign language in the classroom is from the increase in signing communication with one student.	Relationship
38. Yes I picked that [as the best signing experience] because of communication, both his expressive and my receptive have improved.	Student's expressive and teacher's receptive skills skills improved with communication.	Rapport
39. More of a rapport, he feels confident enough to let go and let me get into his head he is willing to let me in.	Student is confident enough to let her try to understand.	Rapport
40. SIGNING CONFIDENTLY IN MY WORKPLACE WITH SO MANY PEOPLE especially with interpreters, I have one interpreter who corrects me and that intimidates me.	Finds it difficult at school because intimidated by an interpreter who corrects her signs.	Correcting Signs
41. [Feels intimidated] Because I am thinking that I am signing these things wrong to my kids, what am I giving them?	Feels intimidated because may be signing words wrong to the children.	Intimidation

42. Yes I volunteered for a skiing situation and I had to teach and interpret a little bit. So with the people that I know or didn't know, I felt a bit intimidated. A lot because I didn't understand their signs, they used a lot of ASL like "last year" or "next year" which I didn't understand and I have seen some signs but I would become frustrated and miss these other signs.	Felt frustrated and intimidated when she tried to communicate with deaf adults who were using ASL.	Intimidation
43. It would be easier if we understand each others perspective. There is always the standing back and protecting your beliefs. Many people are worried about being right and wrong and black and white. I myself am not black and white [was referring to modes of communication].	Feels it would be easier if people could listen and understand each others beliefs but she sees that most people on a defensive stand.	Conflicts
44. I am grey so that is why I stand back and listen to their views and listen and try to fit in.	Tries to hear other peoples views as to modes being used and fit in the best way possible.	Conflicts
45. I don't hold with one view [as to modes] there are too many kids who need individual focus to meet their particular needs.	Doesn't have any strong views towards any teaching modes as there is a need to focus on the needs of each student.	Beliefs
46. Yes I think for any staff in this field you have strong opinions on both sides, meaning conflicts in the workplace.	Because the teachers have very strong and opposing opinions there are conflicts in the workplace.	Conflicts
47. I try to mesh my philosophies. Mesh with several people so there is support but it means separation between staff. I show support but still there is a separation, teachers, aides, interpreters, everyone. So there is separation, often we can't find middle ground with the strong ideals.	Tries to compromise with others but there is still separation between staff.	Conflicts
48. I think so, I think the respect comes from myself and from them	Student-teacher respect develops with trying to	Respect

also in terms of my communication which is sign language and the more I get to know them I demand to understand them.	communicate and understand each others signing.	
49. Often they have lazy signs and expect me to understand them. I am trying, I want to them to try to improve, and respect me to clearly communicate with me in a definite way.	Since feels communication leads to respect she expects the children to be signing more clearly with her.	Respect
50. So I think the relationship with my students but also the other students in the school, the older boys [is good].	Has a good relationship with older students as well as own students.	Relationship
51. And I have a good relationship with them because they see that I make mistakes and I accept that, I am still learning all the time, they can fell o.k. to correct me, and I feel o.k. to correct them, it is communication and respect.	There is a respectful relationship; the students and herself can accept each others mistakes, this stimulates communication and leads to respect.	Respect
52. I am sure it does, but I am hearing so I can't say how they would react to the deaf teachers.	Thinks being deaf would influence the relationship but not sure how.	Deaf Teachers
53. Yes I often think if I was deaf I would understand this one student all the time. He is in a deaf world and I do not have the same experiences.	Feels she could understand one deaf student better if she had the similar experiences of being deaf.	Cultural Difference
54. But I think the kind of teacher you are is more important, so I am strict because my kids have behavior disorders. I think we need teacher skills, parent, personal skills before being deaf or hearing.	There are other skills that a teacher needs to have other than just being deaf or hearing.	Other Skills
55. I don't know if it is the same, maybe a 13 or 14 year old deaf kid needs the role models [comparing younger to older deaf children and rapport].	Older children may need deaf role models.	Deaf Teachers
56. Team teaching, in a way, my thoughts on that in relationship to the other question, I think	Team teaching is ideal in that students get the exposure to both cultures.	Team Teach

that would be ideal because the kids could draw on both experiences and both perspectives, from the deaf and hearing whose first language is English. Two perspectives, the hearing person will be a role model because that is real life, that is, most of society is hearing.		
57. ASL is a second language and I am still learning and it is difficult because it is visual and it take a lot of exposure and certain skills. We were talking about language before, a certain memory you need for certain words, plus the confidence you need to express yourself.	ASL is difficult to learn as a second language because you need exposure, visual skills, certain memory skills, and confidence for signing.	ASL
58. Facial expressions is a big one which is tough. I think most out are not people starting aware of their facial expressions. In the hearing world it doesn't matter so much. That is an aspect of learning that needs to be made more clear.	Finds using facial expressions difficult; some people learning sign language are unaware of certain ASL features; these should be made more clear.	ASL
59. It is hard because I don't like to sound mechanical, I don't like what I hear, it is loud and robotized. I feel, I have to be concerned about what I am voicing and signing and what is coming across to them. What are they seeing, especially when I am talking to the three.	Finds it difficult signing and voicing at the same time; voice becomes loud and robotized.	Confusion
60. So, I sometimes try Exact English with a story, but I will use gesture too with the one boy because of what he understands. It is too linear, it is not at all easy for him to see, maybe in print when he needs it later in life but for now.	Tries signing in stories using Exact English; it's too difficult for one student to understand since it's too linear.	Communication
61. Two classes are not enough. They [teachers] need some real experiences by that I mean going	Experiences outside of the classroom would increase conversational and	Training in Sign

out into the community and learn the sign, not sitting in a class, going out will really help real conversation and communication. It will better prepare you. You need that not vocabulary, you have to experience it together.	communicative signing skills rather than just vocabulary skills.	
62. You are not teaching vocabulary in the class, you need that vocabulary but if you are being tested you forget that later anyway [discussing university classes].	Is not teaching sign vocabulary in her class so forgot what was learned in the signing class at the university.	Vocabulary
63. I was not prepared, I did the best I could on my own but I was trying to get my classroom ready, there are things to do when you have more time, experience is one [discussing first year of teaching].	Didn't feel prepared in signing skills but did best in general classroom preparations during first year of teaching.	Abilities
64. I guess getting to know them [deaf adults] and communication informally. I will show them [of wanting to learning] by my willingness to take more classes and better my skills.	Will increase acceptance of deaf adults by socializing and taking more sign classes.	Acceptance
65. Before I was talking about university classes, but I think if I went to a college and took classes that would benefit me, there is a good atmosphere...	Learning sign language in a college would provide a better atmosphere than at university.	Learning Environment
66. For the required course, I am not sure, there is not as much pressure on the required course, before this, it is almost an issue. I think the deaf community is more involved in the college course. There is more pressure to learn language and culture.	There is more pressure in the college courses than university courses as they focus on learning both language and Deaf culture.	Learning Environment
67. But at the university you need to learn some to pass, there is not much concerned about learning process, but just learn this [referring to sign language].	The university is not concerned about the learning process but how much is learned.	Training in Sign
68. Having the deaf community involved puts more pressure on communication and associating	The college classes involve the Deaf community and expects the students to	Learning Environment

with the deaf, but at university level there is a different focus.	associate with them.	
69. I should take the time to take the classes, my skills are not what they should be. In the classroom it is fine because they're lower level kids.	Signing skills are not at a level where they should be however feels fine in working with low level children; needs to find the time to learn more.	Abilities
70. I think that in one month my skills would improve a lot because I am challenged in the workplace and I am motivated to learn and I think I would retain my skills for a longer time because I would be working with them. It would be constant exposure [discussing her being able to work with older children].	Higher motivation to learn sign among older children because of the increased exposure and challenge to learn at higher levels of communication.	Challenge
71. I don't have the wonderful English signing skills, or interpreting skills or ASL because that is the epitome of skills for my situation. But not in terms of a deaf person in my school, we have the full range from English signing to interpreters using ASL. I am able to combine and meet the needs of that child.	Sign skills are balanced in order to meet individual student's needs; not skilled in any one method.	Abilities

Table 5

Thematic Clustering of Nancy's Protocols

Clusters of Themes	Descriptions
1. Feelings Related to Own Signing Abilities (Comfortable:11) (Intimidation:41) (Challenge:18) (Trying to Do Best:22)	Nancy is thankful that she began teaching with lower language levels and younger students because she didn't feel prepared to be working with children who were at higher language levels. Through her first teaching experiences she refined her signing skills and in turn has become more comfortable in her communication with the students. Now feels more comfortable with the idea of working with older children; she sees this as a challenge for improving her signing skills. Feels she is giving her best and feels positive about always being in a process of learning yet still expressed a need to get over the feelings of intimidation when she signs wrong.
2. Signing With Deaf Adults (Intimidation:20,42) (Understand:23) (Acceptance:64)	Nancy often felt intimidated in signing with deaf adults who were fluent signers. Was frustrated/intimidated in interactions with deaf adults because she couldn't understand their ASL well and missed some signs. Nancy expresses a basic need of wanting to be understood by the deaf and having a relationship before she would feel comfortable in signing. There is also a strong need for acceptance by deaf individuals and other skilled signers to approve of her signing skills and her positive attitude of wanting to learn more sign language. She feels that by increasing her fluency in sign language she will increase this acceptance.
3. Feelings of Involving Deaf Teachers (Culture:26,32) (Team Teach:28,56) (Deaf Teachers:30,55)	Overall, looks at the involvement of deaf adults as a positive experience in the classroom because their ASL skills and knowledge of Deaf culture would offer much of the needed exposure for the children, especially for older children who need role models. Feels that the goal in education however should not be all deaf teachers working with all deaf children. Felt there was a need to balance the exposure of hearing and deaf worlds. Feels that deaf teachers may not always be able to show students the hearing world. She felt that her knowledge of the hearing society was valuable.

Note: Numbers in the parentheses refer to the categories which were identified by numbers in Table 4.

	Hearing and deaf teachers should be able to share their knowledge and work together. Therefore she regards team teaching with a deaf teacher as an ideal situation.
4. Student-Teacher Rapport (Frustration:7) (Relationship:37,50) (Rapport:38,39) (Respect:48,49,51)	For a good relationship, clear communication and clear understanding between herself and the students was strongly valued. Nancy therefore became frustrated when she was communicating with one student, because, she realized, it didn't really matter how she communicated since it would always be difficult for this child. Yet at the same time she saw improvements in communication with one student because she was persistent in being able to understand him. She personally benefitted from this relationship as her receptive signing skills also improved. Nancy felt she had good relationships and showed a lot of respect for the students; she demanded to understand them and showed them it was o.k. to make mistakes and correct each other. This, she felt, generated respect for each other. Overall, felt the relationship with own students and older students was good but she really had to work on it.
5. Communication and Students' Self-esteem (Expectations:8)	Sets very high expectations on the students so they are challenged, reinforced, and provided with a consistent learning environment.
6. Training in Sign Language (Training in Sign:9,10,34,61,67) (Vocabulary:62)	Didn't feel prepared in sign language skills when left the teacher training program and entered the classroom. Even though Nancy was suppose to have a level 1 signing skills she didn't feel comfortable with the signing skills she had for working in the classroom. Realized the signing class at the university didn't prepare her because it didn't focus on the learning process itself; the vocabulary had been learned out of context and was therefore easily forgotten. What was learned in sign class was not helpful for teaching since the focus was not to teach vocabulary in the school. Nancy's desired to have more conversational/social learning experiences of using sign language rather than just learning sign vocabulary alone.
7. Team Work With Other Hearing Staff Members (Team Teach:19) (Correcting Signs:40)	Nancy works with staff who correct her signing yet is intimidated by this. She feels it has lowered her confidence in signing. Nancy encourages a relationship that would involve her being able to work alongside someone (deaf or hearing) with ASL skills. Feels it's important to have the outside contact with others who would support or offer advice related to teaching.
8. Relating to Policy (Conflicts:43,44,46,47) (Policy:12)	Doesn't feel one set policy or method will help the children based on the experiences which has occurred in her classroom; Nancy has a variety of students at

(Beliefs:17,45) (Supportive Network:31)	different levels and needs. Feels staff needs to be more supporting and understanding of others' beliefs and be more able to work together there are a lot of conflicts which result from teachers supporting different methods of communication and not understand others' views. Feels there is no "one way"; teachers working separately won't accomplish anything. Teachers need to support each other. Doesn't feel there is any "right" method because of her own experiences of working with her classroom and will often try to accept and understand other teachers views. There is still a clashing of views because she sees other teachers who are not willing to accept others' beliefs. Yet, at the same time, Nancy shows some strong feelings of her own in that the best language for teaching abstract concepts or simply getting a message across is ASL. For teaching in group situations she stressed the importance of using PSE.
9. Problems With Learning Sign Language (ASL:57,58)	Finds learning ASL difficult as it is a second language to English. Therefore, it's difficult to develop and learn specific features of ASL, i.e. facial expressions. Was at first very unaware of these natural features of ASL because they were never expressed or taught clearly. In learning sign she realized she needed a lot of exposure, visual skills, memory skills, and confidence for being expressive.
10. Feelings of Being a Hearing Teacher (Inadequacy:29) (Deaf Teachers:52) (Cultural Difference:53) (Other Skills:54)	Nancy personally felt that she would never fully be able to relate to deafness because of being 'hearing'. This projected her own feelings of inadequacy by deaf adults because she was working with deaf children with whom she could not share similar experiences with. Feels she could have related better to one student had she been deaf. At the same time Nancy feels that whether one is deaf or hearing is not related to whether one is a good teacher; teachers need to have a variety of skills (be strict, set high expectations, have other teacher skills, have parental skills, and have personal skills) to be good teachers. Feels being hearing somehow influences the relationship or rapport with the students but not sure how.
11. Relationships and Learning Sign Language (Deaf Adults:33,35,36)	Informal conversations with deaf adults/others was where most of own signing skills were learned. It provided a better learning situation for her because it involved everyday conversations where she was actually using sign language rather than vocabulary that is out of context. Feels this relationship with deaf adults should somehow be incorporated into the teacher training program because they would be better prepared to be working with deaf children.

12. Adapting to Meet Students' Needs (Communication:2,3.27,60) (Switching Modes:6)	Preference would be to interact with students using one one method or mode of communication. Has to use a variety of communication methods/modes so that all of the students can understand on their levels (sign, voice, gestures, facial expressions). Will use Pidgin or or sometimes Signed English as a common area of communication and then move along the English-ASL continuum when focusing on individual needs. Will sometimes use Exact English in reading stories but sometimes finds this frustrating as she will lose students this way, i.e. one boy finds it too linear. Often has to switch modes but loses children this way.
13. Bi-lingualism/ Bi-culturalism (Communication Approach:25) (Bilingual/Bicultural Approach:24)	Her basic belief is that there needs to be a bilingual-bicultural approach since it would give the teacher the benefits of meeting the needs of all students in the classroom. Feels this double exposure would give the children a view of both the hearing and deaf worlds; that there are different people to get along with in life (the real world).
14. Students' Levels of Communication (Levels:1,4,14,15,16) (Challenge:5)	Works with a wide range of students- from mild to extremely deaf who depend on a wide spectrum of communication modes and language levels. Nancy would prefer to be working with children all at the same level but doesn't see that as feasible in any classroom. Has been able to refine her signing skills through story telling (reading) because she has to communicate four different ways and has become more aware of students' individual needs because of this. Finds this situation challenging. She has been able to adapt to their individual levels but is sure there are situations where she has conveyed the wrong meaning.
15. College vs University Courses in Sign Language (Learning Environment:65, 66,68)	Feels the college atmosphere is a more positive learning environment as it involves and associates students with the Deaf community more than university courses; students feel more pressured to learn about deaf culture and language. Also feels that the college atmosphere offers the real life experiences and encounters for learning which are lacking in the university course.
16. Problems Using Simultaneous Communication With Students (Confusion:59)	Nancy finds it difficult signing and voicing simultaneously; her voice becomes mechanical and robotized.
17. Abilities In Sign Language (Abilities:13,63,69,71) (Challenge:70)	Nancy was not prepared for beginning teaching as she didn't have the signing skills; she had to get ready for for her first year of teaching so she couldn't find the time to learn more. After she began to teach she realized that she needed skills in various modes of communication within the same classroom. At the same

Nancy has been able to refine some of her skills since when she first began teaching and works better now when the students are together. Nancy also stated that her signing skills were not at a level where they should be yet felt they were appropriate enough to be working with the children in her class since they were younger and at lower language levels. Doesn't pursue need to develop signing skills as doesn't have the time. Nancy also stated that she did not have wonderful skills in any one mode of communication yet felt she was still able to deal with the variety of signing skills required in a Total Communication environment. Looks at working with older children as a positive challenge for developing her sign language skills; it would motivate her to learn.

18. Feeling Threatened As A Hearing Teacher (Intimidation:21)

Nancy feels intimidated by both deaf adults and others who sign better than her. Feels she is losing a lot of these feelings.

Table 6

Nancy's Higher Order Themes

Higher Order Themes	Descriptions
1. Using Sign Language (1,2,17)	Nancy's relating to feelings in sign skills, abilities in sign language, and signing with deaf adults.
2. Teaching and Using Sign Language (12,14,16)	Refers to Nancy's adapting to meet students' needs, dealing with students' levels of communication, and problems with using simultaneous communication.
3. Dealing With Own Sign Language Skills And School Policies (8)	Refers to Nancy's dealing with policy/methods.
4. Developing Relationships With Students (4,5)	Refers to student-teacher rapport, expectations and students' self-esteem.
5. Being Hearing (10,18)	Refers to Nancy's feelings of being a hearing teacher.
6. Learning Sign Language (6,9,11,15)	Refers to Nancy's training in sign language, problems Nancy faces with learning sign language, relationships and learning sign language, and her comparison of college v.s. university courses in sign language.
7. Team Work/Teaching (3,7,13)	This relates to Nancy's feelings of involving deaf teachers in the work place and how she now works with other teachers in a team work approach. This also relates to bi-lingual/bi-cultural teaching.

Note: Numbers in parantheses refer to the numbered 'clusters of themes' in Table 5.

Table 7

Excerpts from Linda's Transcribed Interviews	Two Levels of Abstraction Paraphrases	Categories
1. I learned it from a card that I got from girl scouts or somewhere I think I was a fairly young teenager I think. I don't know why that is, maybe I saw the Miracle Worker or something.	Developed interest or satisfaction in signing at an early age.	Learning
2. I don't even know why, but for as long as I can remember I have been interested in deafness. And attracted to sign language. Attracted is the word, I have been attracted to sign language.	Always interested and attracted to deafness and sign language.	Fascination
3. I think that maybe it is because I am an outward person and sign language is a better way to express myself sometimes, it involves your whole body, it is a total communication thing, it is not TC like you use in the classroom, but it allows you to use all of your faculties to communicate.	Sign language was a means for being more self-expressive and carrying across feelings in a total communication approach.	Personality
4. There is an experience there, deafness that I could never get to the bottom of, and it is really interesting, and rich, and it is, I don't know, there is just a real interest there, and it is not just sign language but the communication aspect and how one deals with it in the real world. It is that different experience, now you have been on both ends of that experience, but I very often. Now this deaf adult and I have talked about this, wouldn't it be interesting to just switch heads for awhile, so that I could experience what that was like, and she could experience what I was like. I think I would just do what I do, live my life and see what it was like.	Inner feelings involved an interest in the experiences of being deaf and how to communicate in the real world.	Fascination
5. The other thing about working with deaf children, it is so positive, it is challenging,	Inner satisfaction in seeking unordinary experiences yet also	Fascination

it is extraordinary, and I have a real big penchant for the extraordinary in my life. They are smart and they are healthy, you can interact in a real full way with those kids.	seeking more positive and challenging experiences.	
6. Sign language helps you to enjoy those kids. I have a problem with not having as free access to communication as possible with the kids. So I have taught kids who are absolutely oral and who have just great oral communication skills or kids I am signing with. I have a problem working with kids who have to struggle for their communication and not making things as accessible as possible for them.	Sees sign language as a valuable tool as it makes communication more accessible for deaf children.	Communication
7. But their signs are really different from the signs here or even English or Gallaudet signs.	Different signs exist within different geographical areas.	Geographical Differences
8. I was always attracted to that. To me it was always, why not sign, especially if you are a good speech teacher, and I am a pretty good speech teacher. Why not sign, you are not going to jeopardize anything. I know that my most oral kids who are profoundly deaf, miss at least 50% of what they learn, and that drives me nuts.	Feels signing will not jeopardize language development because the children are getting more communication than from speech alone.	Sign Support
9. I have taught, 7 years I taught strictly oral children and did not sign much at all, it became apparent early on, that a number of the children we were working with needed sign language support.	Became aware that the oral method needed a supporting sign system.	Sign Support
10. I started doing that [signing] because I don't know, if at that time they had another teacher on staff who had any schooling in sign. Since that time we have hired two other teachers who had good fluency in sign, the classes got shared out around there.	Dealt with change in school by using sign and also saw the program hiring teachers who signed.	Team Work

11. If I had gotten any better, and I am not sure that I have, though some of my deaf friends have told me that I have gotten better at sign, it is mostly because I have practiced, and the years... I mean, this year I am teaching a signing class morning and afternoon.	Through practice and working in signing environments signing skills have improved.	Learning
12. I worked several years with people who were comfortable with monitoring each others sign language, that has been tremendously valuable. We have negotiated signs and we have worked on our signing together, working together, one year, it was a speech pathologist who had some signing skills, that called me on everything he saw me do that he didn't think was right. My aide and I do the same sort of thing now, we are constantly checking. The thing I think is so important, and one deaf leader said this when he was here.	Staff who monitored and shared knowledge in sign language skills make a valuable support system.	Team Work
13. I never learned sign language as a...I learned how to make my hands move, I learned Signed English vocabulary, but I never learned how to use a visual spatial language, that I have learned really from a deaf woman and other people I have worked with.	There is a difference between learning and using Signed English vocabulary as to using a more visual spatial means of communication with deaf adults.	Deaf Adults
14. I have never spent a lot of time with deaf adults, I have no confidence at all in communicating with a deaf adult who does not have speech.	Doesn't feel confident in communicating with deaf adults who have no speech.	Confidence
15. I would love to have room in my life to do that, I would love it. I would love to just dive in and get good at it, because I know the way to get good at it is not to go take classes, really, but to just dive in, but I can't, I give most of my	Wants to become a skilled signer but can't commit herself to the time that's needed to do this, has other priorities that already take up her time.	Limitations

energy that I have to my work, then afterwards I have this kid and this husband who sort of need a little bit of attention, and I need a bit of attention too, you know how that feels.		
16. I don't feel I have enough resources to spend the time, and also, it feels a bit phony to me to do that. I don't want to just go socialize with people for the sake of learning the language, I don't like all deaf people and I'm sure they don't all like me!	She feels a relationship based on trying to learn sign language is unreal and phony.	Relationship
17. I would rather spend time with people I care about who are real friends, and really it has only been recently in getting to know a couple adults that I have actually had friendships with people who are deaf. I have known people who are deaf, I have liked people who are deaf, I have spent time talking to this one deaf adult, but never really had friendship with deaf adults before, so this is a really neat time for me. Part of it is that I am enjoying a friendship that happens to involve deafness as opposed to trying to learn more about deafness by cultivating friendships.	Has developed real friendships with deaf individuals based on the fact of liking the person as opposed to only trying to learn about deafness by cultivating friendship.	Relationship
18. Just because deaf people are deaf, and because I happen to be hearing, that I should embrace all deaf people as being wonderful. Anymore than I would expect anybody to say that any group, all by itself, is great, just because they are a group. I don't buy that.	Deafness itself should not be a reason for automatic acceptance of all deaf people.	Respect
19. As a hearing teacher of deaf kids, I present a lot at conferences. I stick my neck out a fair bit and I hear a lot of stuff about hearing teachers will never understand deaf people, that "Hearing" itself,	Refuses to accept opinions about hearing teachers never being able to understand deafness or that being hearing is a fault.	Being Hearing

being hearing is like being a sin. I refuse to accept an ounce of guilt for being hearing, just as I do not expect any deaf person to accept an ounce of guilt for being deaf or an ounce of respect for being deaf.		
20. I don't respect somebody because they are deaf, and I don't expect them to respect me because I am hearing. I have no use for anybody who thinks that I should respect them just because they are deaf.	Respect is not based on whether someone is deaf or hearing.	Respect
21. Maybe that is part of it, I know some people who get so involved with the deaf experience, it is almost like they are not comfortable enough with themselves to just say "I am fine here," It is almost like they want to be deaf, I can relate to that a little bit, I am so interested in it. But, it is not that I am not comfortable with myself.	Feels fine and comfortable as a hearing teacher but some hearing teachers don't, which leads them on a search of the deaf experience.	Being Deaf
22. So, am I in on the deaf community or what?? Sign language is a real important part of that.	Skills in sign language is an important part of being accepted by the deaf community.	Relationship
23. I would love to take more time to become a better communicator, I feel really handicapped in that way. Not with the children I work with because I can improve my Signed English skills, I can get a lot better with that, but I will never be a better communicator with deaf adults unless I can commit a lot more time or unless my life leads me to a place where I can give a lot more time to that, but I have all these other interests too. I have these research interests.	Would like to become a better communicator but is limited by time and other career interests.	Limitations
24. Are you thinking this year, no any year, I love signing with the kids. I love signing with the	Loves signing with the children has developed with	Comfortable

kids, and it is true I am a better signer now than I ever was, it is true, and part of that is that I have gotten more comfortable with sign language. Through actually using space to communicate with, so I have more fun and so do they, I am not so worried about always using my voice... truth to tell, the children are hearing impaired and can't really hear my voice really well.	better signing skills, comfortableness, and understanding that voicing is not always necessary with deaf children.	
25. Ideally I would like to be team teaching with a deaf teacher, that to me is the absolutely the ideal situation.	The most ideal situation would be to team teach with a deaf adult.	Deaf Teachers
26. But truth to tell, I pity any poor deaf person who came to work here, because I think that person would be left out of 50 to 75% of what is happening around here because so few people sign. It is not a signing environment. It is one program in the midst of this huge place. It is a very exciting place, lots of learning goes on. I think it would be a very difficult environment for a deaf person to feel comfortable in.	It would be very uncomfortable for a deaf adults because workplace is a non-signing environment.	Barriers
27. What is most important to me is that I teach in a place where I can use what ever I deem necessary. I am not bound by a teaching philosophy, that matters tremendously. I can stop signing if I want to stretch that kid's oral skills, I can even do that for a while, I can manipulate those things, I feel like I am in an environment where to the best of my abilities I can do whatever needs to be done.	It is important not to be bound by any particular teaching philosophy.	Sign Support
28. What I miss here, is the involvement of deaf people who are living happily and successfully in the real world	Families and teachers need more contact with deaf adults who are living in the real world.	Deaf Adults

and our families desperately need contact with those people, and we are kind of cut off from that, that is why networking here, with the deaf school, and the pre-school, and trying to make more of that happen is so important to me. We are going to try and have one deaf adult come and have a discussion with some of our parents in our very youngest group.		
29. I think they and deaf adults have a lot to say to each other, and have a lot to learn from each other, there has to be respect on the part of the deaf community for hearing parents wanting English to be the first language of their children. There has to be respect for that it is just crucial.	There has to be respect by the deaf community for the choices made by the parents.	Respect
30. The message many of them are taking back is that they have a problem because they are hearing. The message is that they are unable to do an adequate job with their children because they are hearing.	Hearing parents are getting the message they cannot do an adequate job as parents of the deaf because they themselves are hearing.	Being Hearing
31. I think the teacher of the deaf needs to get over being needed real quick. No I take that back, a teacher of the deaf needs to not want to be indispensable. I think a lot of people go into this profession wanting to be all things to all people. That can be very debilitating.	Teachers will lose strength in themselves if they expect they can do everything for everyone.	Balance
32. There is something about the kind of people who go into this business, they do it because they are passionate about it. I don't think I have ever known a teacher of the deaf who has not been passionate about their work. They don't lay	Teachers in this field are passionate about their work because of the challenge, cultural experience, making a difference, and see success happening.	Dedicated

back, they are not in it for the money. They didn't do it just for something to do, they do it because they love it, for some reason or another, they love the challenge, they love the different cultural experiences they get, they love the fact that they can make things happen, they can win, they can move to the head quickly.		
33. You know what it is, I feel that the key to make kids learn language is to make them fall in love with language. I am in love with language. I want to teach them how powerful it is, how much fun it is, that is what it is, to me boy the secret is that sign language is a big part of that for me because sign language makes me feel that boy, I got it all out there and they can get it.	Using sign language plays a big part of helping kids "fall in love with language."	Empower-ment
34. Is to see these kids begin to just, be excited about communication. And that has happened, you know, I have these two really behavior problem kids in my afternoon class, and they are a universe different from where they were a year ago, and I think that is because we have spent a lot of time joking around, we spend a lot of time just chatting, we spend a lot of time in play, we have a lot of fun, and their vocabulary, and their language, and their just everything has just evolved, in spite of just terrible family situations. In spite of terrible behavior problems. In spite of attention difficulties, their language has grown tremendously.	Children will become excited about communication when they can use a language for fun, chatting, and playing; even when there are family, behavior, or attention problems.	Empower-ment
35. And more importantly, their use of language has grown. This isn't you know, I understand two thousand words, and I can say two thousand words, this is I have	Sign language helps make communication more accessible in the class.	Empower-ment

something important to say, and I want to say it to you and I know how to get my message across and I can't wait to tell you about it, and that is what I'm after, and sign language makes that more accessible to me.		
36. Maybe speech is not important for my afternoon group here for speech I don't think they are going to rely on speech for their communication just in itself, but I believe, because of what I have read, and because of what I have seen with kids I have taught, I believe that speech work assists in reading, I believe that there is a connection there, and there is research that supports that.	Speech alone will not develop communication skills but may help with reading skills.	Sign Support
37. That is my work on speech, you know, and the kids love it, they enjoy it, they work in a group and it is fun and, you know, so my job is to keep all of those doors open, and not decide, ASL is the best way and I'm not going to work on anything else, Signed English is the best way and I am not going to work on anything else.	Feels that no one method method of communication should exist alone and that teachers should be flexible in that all methods are accessible in the classroom.	Sign Support
38. The other thing our profession suffers from is that there are so few of us and we are so far apart and we don't communicate with each other very well, we don't take advantage of each others work, and that is something I have a fantasy about changing.	Since there are so few teachers in the profession finds there's a lack of sharing, communication, and support for each other's work.	Team Work
39. I guess I'm confident enough to decide for myself what will help me and what will hurt me, and I don't need to go to hear someone who I know is going to bash hearing teachers and probably not give you many new ideas. It's the same stuff.	Is willing to listen to others criticism and also confident enough not sacrifice herself to their views.	Confidence

So if I think someone has something to tell me, even if I think there going to bash hearing teachers, well that's o.k., but I don't feel a need to hear the word; sacrifice myself to that. I don't owe that to anyone.		
40. You know, you picture yourself, you're a hearing person People who go into deaf education don't do it for the money, I've said that before, they do it for the love of something. Maybe it's sign language maybe it's just the interest in that different life experience; I don't know. But they are sincere and they want to do their best.	Sees herself as a hearing person with sincere interest in deafness and sign language.	Interest
41. But...they are hearing from deaf adults, these are the people you know, they are teaching these little people who will grow up to be those people. And they are hearing from deaf adults, that just because they are hearing people they cannot serve deaf kids well, and worse they are hearing that they don't care. Deaf people are telling them that they don't really care about deaf kids, that they are on a power trip, that they want to oppress deaf kids.	Feels criticism from deaf adults because she is a "hearing" teacher.	Threat
42. So if you are a new teacher, then you are not sure of yourself; and when you hear that, what are you going to do? I don't know what I would have done if I had to be exposed to that when I was younger. It's very damaging, and I think we lose a lot of good people because of that.	New teachers in the field may not have enough confidence to turn away from deaf criticism; she had the confidence to do so.	Confidence
43. I really feel that sign language has improved that [communication], because I don't feel like the kids miss a lot of things when I sign. And so communication is more	Communication has improved with the use of sign language in the classroom.	Communication

spontaneous, it's more normal I think.		
44. When I'm teaching oral kids and not signing, I'm always worried about what they are missing and I never know, and you can't stop all the time in class and ask if they understood you.	Worries that the children are not understanding when she communicates orally only.	Communication
45. So I really enjoy signing in the class and I like the feel of that relationship with the kids when I'm signing. You know I can have wonderful conversations now with one deaf student.	Signing improves the student-teacher relationship.	Rapport
46. That's a good question. I think I feel more responsibility when a deaf person is there. I want to make sure that that person is not left out.	Feelings of responsibility for any deaf person who is a member of the staff.	Responsibility
47. But I think there would be a lot of benefits [having a deaf teacher] too. I don't know, that's a very good question and actually I think that. It would be more comfortable if I was in a situation where most of the people signed well but really there are three people on the staff who sign. But when you have a staff meeting there is no signing. So, it would not be comfortable [for communicating] but people would grow.	Sees benefits of having a deaf teacher since others would have to adapt and accept other means of communication, sign language.	Deaf Teachers
48. And be confident enough of themselves [deaf] to say, "stop, I didn't understand that, say it again" to other people. Because I have this problem of taking on responsibility that is not mine [in the work place], and that really is not my responsibility. But I think it would take a strong person.	Doesn't want to take responsibility for deaf adults in the workplace; feels deaf adults need to confront others when they don't understand.	Responsibility

49. You could do that [take responsibility for own understanding], but how many deaf teachers would accept not being really involved in what was happening? I don't know, I think maybe a lot. You get tired you know [of trying to understand].	It takes a lot of energy for a deaf person to communicate in a non-signing environment.	Deaf Adults
50. I'm comfortable with my skills in the classroom, and that is not but to say that they are fine now.	Feels comfortable with own signing skills in the class but doesn't feel they are good.	Abilities
51. But we monitor our sign language all the time. My aide watches me, if I use a sign and she's not sure it's right, she looks it up in a book. I mean we are always looking at a book, so we are not afraid of that.	Staff have the ability to monitor each others signs and refer to signs in books.	Team Work
52. It's easier. I don't have to think all the time if I put my "S"on or my "ED"on, it's easier, it's lazy [talking to deaf adults v.s students].	Signing to deaf adults is more relaxing as she doesn't worry about Signed English features as with the students.	Deaf Adults
53. When I'm talking to you, I don't worry about my English markers you know. I don't worry about accuracy a lot.	When communicating with deaf adults doesn't worry about Signed English features.	Deaf Adults
54. As a matter of fact I feel more interested in the expressive part of sign and that's improved a lot too. And what has improved it is communicating more with some deaf people.	Improving in expressive signing skills through interactions with deaf adults.	Deaf Adults
55. I have actually experienced signing with one deaf man My first feeling was not, "oh my god, o.k., I got to get ready, I got to catch this, I have to catch this right now, o.k. I'm ready, "no, no, no it's easy, just relax!" I was surprised, and I noticed that after I had communicated with him,	Has become more relaxed in signing with deaf adults.	Deaf Adults

I thought, I must be getting better at understanding a little bit, because I'm a lot more relaxed about it now.		
56. Absolutely communicating with deaf adults. No [not through sign classes].	The best way to learn sign is through communication with deaf adults and not just classes alone.	Deaf Adults
57. Part of that is time, but really, I don't think classes get you confident for your every day communication, I think communication gets you confident. That's maybe me too, I mean I learn better by doing [discussing problems with learning].	Confidence in signing occurs with everyday communication.	Learning
58. I think that it's really important for teachers starting out to have training in both Signed English systems and ASL I never had training in ASL, so I would like to have had that.	Never had training in ASL yet feels it's important to learn both Signed English and ASL when training to become a teacher of the hearing impaired.	Training In Sign
59. I would like to have had that before I started my graduate program. Because you don't have time to learn sign language in the graduate program.	Training in sign language should happen before entering a program because of time limits.	Training In Sign
60. So my teaching practicum for me was really a signing practicum and it was a very good thing that I was already a good teacher. Because if I had to learn to teach and to sign at the same time I would be in trouble.	If hadn't already been a good teacher learning sign language along with learning other teacher skills would have been overwhelming.	Learning
61. I think the biggest thing I've gotten out of my training program was the experience I had with sign language, and I rely more on my speech pathology training for the way I teach.	The sign language experience was the most beneficial part of training.	Training In Sign

62. Language theory, language develop, language analysis, understanding how language happens, understanding the length and the differences between how language develops in sign and how language develops in speech.	Values language as the core of educational training; theory, development, analysis.	Training
63. I had audiology in my undergraduate course so I didn't have to take in graduate school. Because I came from a speech pathology background, I had a lot of that stuff. My audiology course was not that good because it really emphasized anatomy, so what, you know. I mean I really needed more information about testing and that sort of thing, we got a little. My understanding is not great and of course its changed a lot.	Audiology course was not beneficial as it emphasized anatomy rather than testing or other things that are more applicable to the classroom.	Training
64. That is important too. There is so much to really have a good program. I think you need at least three years. I mean when you think about how much there is in five years. If you are learning sign language too, and all you need to know about language development and structure and speech development and structure and reading theory and audiometric stuff, I mean it's too much.	Feels teachers are not being adequately prepared in training because of time limits and course overload; suggests at least three years of training.	Training
65. So I don't believe that any teacher comes out ready to teach, but they have to, and the good ones learn fast.	Teachers are not ready to teach after leaving training facilities.	Training
66. I guess I would value real proficiency and I would value how they evaluated that [in an ASL environment].	In an ASL teaching environment would value ASL proficiency and evaluation of skills.	Training In Sign

67. Oh no. How can you go to university for one or two years and even come close to having proficiency in ASL.	Teachers cannot learn to be fluent ASL signers with 1-2 years of university training.	Learning
68. Yea, and what does that mean [learning ASL]. Really, I mean the best way to do that is to drop you into a fluent ASL family for two or three months, then you might have proficiency.	In order to become fluent in ASL teachers have to fully integrate themselves into the deaf community.	Learning
69. But you are not going to get it from a course [proficiency in sign language]. I don't believe so anyway.	Believes one cannot become a proficient signer by taking sign classes alone.	Learning
70. So you know you need to rope in five or six families and say, "o.k. your practicum now is to go and spend all day and all night with that family for however long". You know, people learn that way. But it has to be immersion.	Teachers would learn ASL if they were integrated in with deaf families.	Learning
71. I never learned anything about ASL in university, never.	Never had courses in ASL while training to become a teacher of the deaf.	Training
72. Drama, telling a story. I'm better at that now than I was, but I know that there are people out there who are wonderful, and I would like to get wonderful.	Feels limited in signing skills when trying to tell a story or in drama situations but really wants to develop in these skills.	Abilities
73. That's my job in this school The better you are at communicating in many different ways, I think the more likely that is to happen. To just show children the range of things you can use language for.	With better communication skills one can better develop a child's awareness of language and its uses.	Abilities
74. I was not comfortable not having access to sign language It was like, you can sign just to see if this kid will	Was uncomfortable in not having sign language as a means for communication.	Sign Support

do better with sign. All of them did better with sign.

Table 8

Thematic Clustering of Linda's Protocols

Clusters of Themes	Descriptions
1. Feelings Related to Own Signing Abilities (Comfortable:24,74) (Abilities:50,72) (Personality:3)	Linda feels limited in her use of sign language yet still feels comfortable in working with the classroom children. Feels a personal need to learn sign language more efficiently in the classroom (i.e.; dramas or story telling situations). By being able to use sign language with the children, Linda has increased her signing skills; this has helped her become more comfortable in signing and using it with the children. Sign language has helped her become more expressive in communication.
2. Signing With Deaf Adults (Confidence:14) (Deaf Adults:13,52,53,54, 55,56)	Has limited interactions with deaf. Is not comfortable with deaf who have no speech and use ASL. Has become more relaxed in communicating with certain deaf adults with whom friendships have developed. Thus by being more relaxed, Linda feels she has become a better communicator. Looks at her interactions with deaf adults as a positive experience; sees it as the best way to learn ASL as she has been able to improve on visual spatial areas and expressive skills in ASL. Sometimes finds this easier than communicating with deaf adults because she doesn't have to focus so much on Signed English features nor English accuracy (i.e.; more fluid communication). Feels the best way to learn sign language is by communicating with deaf adults.
3. Feelings of Involving Deaf Teachers (Deaf Teachers:25,47) (Deaf Adults:28,49) (Responsibility:46,48) (Barriers:26)	The absolutely most ideal situation for Linda is to be team teaching with a deaf adult. In the past, however, Linda felt she was taking on too much responsibility for deaf adults in their oral environment; feels responsible for them. Still feels it would not be comfortable for the deaf adult or other staff members because of these communication barriers; the deaf adult would have to be a more responsible in their understanding of others. The work environment itself is a non-signing one; feels it would be very difficult for deaf adults. At the same time considers the experience of having a deaf adult on the staff as a situation where

Note: Numbers in the parentheses refer to the categories which were identified with numbers in Table 7.

everyone would learn and grow in their communications. Feels parents, families, and teachers would also benefit from being exposed to deaf adults who are living successfully and happily in the real world; this is something she misses in her workplace.

4. Student-Teacher Rapport
(Communication:6,43,44)
(Rapport:45)
(Empowerment:33,34,35)

Before the sign language aspect was introduced to the program Nancy felt uncomfortable as she often had to struggle to understand the students. Was also uncomfortable because she saw that the students had to struggle for their communication. Linda loves being able to use sign language in the program and has seen improvements in student-teacher rapport; there are better conversations happening with the children, they have become more aware of language as a tool for expressing themselves, are developing a love for the language, are having fun with the language,it has has played a role in motivating the children to learn about communication; it gives them the power share more of their ideas and feelings, and communication has become more spontaneous and natural. Their use of language has grown. She has been better able to enjoy the children in conversations and communication because sign language has made it more accessible. She worries less about them not being able to understand her which was often the case when she voiced only.

5. Training in Sign Language
(Learning:57,60,67,68,70)
(Training In Sign:58,59,61, 66,71)

Doesn't feel that teachers are being adequately prepared in their sign language skills in teacher training programs because of time factors for learning a language and also the overloading of courses. Own practice teaching experience was looked upon as the most valuable part of the teacher training program as she was able to learn some sign language. Didn't have the sign language training but thinks it would be beneficial to have skills in both ASL and Signed English before entering the program. Feels that if she hadn't already been a good teacher learning sign language would have been overwhelming. Linda felt that teachers who plan to work in an ASL teaching environment should therefore have the proficiency in ASL. Would like to have more training in ASL but realizes it takes more than one or two years of university training to become fluent in sign language. Linda also felt that teachers must be more actively involved in communication situations using sign language outside of the classroom; this would involve immersion into the deaf community. Felt own confidence in signing didn't come from classes but from real communicating (real relationships).

6. Training as a Teacher of the Deaf

Values language (theory, development, uses, speech, sign language) as the core of training. Linda would also

(Training:62,63,64,65)

like to see more in the areas on parent counselling. Didn't value audiology as part of the teacher training program as there was too much focus on anatomy which was not applicable to teaching. Due to the course overloads felt teachers were not leaving training facilities prepared in sign language; those who are good will adjust and learn fast. Linda also felt that the teacher training program should be expanded from three to five years if they were to be more prepared.

7. Team Work With Other Hearing Staff Members
(Team Work:10,12,38,51)

Linda felt there was a lack of professional networking among teachers that would enable her to share, support, and relay information. Does value those interacts that exist with other staff members as it's a positive learning environment which has enabled them to monitor each others signing (i.e.; check and clarify). Through the hiring of others who signed, sharing knowledge, and signing herself the staffs' development in sign language has improved as well as the program's implementation of using sign language; have become a valuable support team for helping in sign.

8. Relating to Policy
(Sign Support:8,9,27,36,37)

Linda is open and willing to use whatever means of communication that deems necessary in teaching her children. Felt it was important that she was not bound by one particular teaching philosophy or mode of communication. Realized it was important that the children had the accessibility to whatever they needed. Is also in strong support of using sign language (i.e.; Signed English, ASL) as an element of communication within in her program because felt that signing would not jeopardize language development but yet enhance it. She knows oralism alone provides the kids with only 50% of the conversation. Linda also sees speech as a tool for developing reading skills but doesn't see it existing alone as a communication tool. In the past she felt inadequate and uncomfortable in not having access to sign language in her work place

9. Relating to Deaf as a Hearing Teacher
(Fascination:2,4,5)
(Interests:40)
(Relationships:22)
(Respect:29)
(Dedicated:32)

Linda's interest in deafness developed out of an inner satisfaction to seek the unordinary yet also positive experiences; she is able to interact more fully with these children because she thought they were healthy and smart. Linda is therefore fascinated with the sign language aspects as well as the experiences of being deaf and trying to communicate in the real world. Felt hearing teachers were sincerely involved in this career because of their interests in sign language, their fascination with the deaf issues/experiences, the cultural differences, and that the success with these students happens faster than with other handicapped children. Linda argued that hearing teachers were sincere in their work and expressed a strong need to be respected by the

	Deaf community for the choices she and parents make. Felt there was a need of being able to listen to each others views. Felt acceptance by the deaf was related to her signing skills.
10. Problems With Learning Sign Language (Learning:69) (Limitations:15,23) (Geographical Differences:7) (Relationships:16)	Realizes she cannot become a fluent signer by just taking sign classes alone but needs to fully immerse herself into the deaf community. Realizes learning sign language happens best with deaf adults but also expresses sincere concern about how these relationships are formed. Feels she can only have a relationship with a deaf adult based on friendship and not because they are deaf. Is also faced with certain time limits and interferences with this kind of learning as already has other priorities in her life such as her work, family, and research interests. Found it difficult to adjust her signs to the signs used in this area (i.e.; geographical differences).
11. Feeling Threatened as a Hearing Teacher (Respect:18,20) (Being Deaf:21) (Being Hearing:19,30) (Balance:31) (Confidence:39,42) (Threat:41)	Linda felt threatened by deaf adults as not only was she being looked at in regards to signing skills but because of being a 'hearing' teacher as well. Has enough confidence in herself to realize she is a good teacher and that how well one teaches shouldn't be based on whether one is hearing or deaf. Realizes that a lot of people are more influenced by this perspective than herself, especially new teachers in the field and hearing parents of deaf children. Skills in sign language, she felt, was a better means of being accepted by the deaf. Sometimes felt labelled as a teacher 'on a power trip seeking money' and that 'being hearing was being a sin'. Is confident enough not to sacrifice herself to this criticism. Realizes she cannot please all people at all times.
12. Relationships And Learning Sign Language (Relationship:16,17) (Learning:1,11)	Linda felt socializing with deaf adults for the sake of learning sign language was not an honest relationship and cannot see herself doing this. Yet, at the same time felt sign language is best learned by communicating with deaf adults rather than just by taking sign classes. Feels that Signed English and ASL are very different from English. Feels the best way to learn ASL is by integration into a deaf family. Has improved own expressive skills through interactions with deaf adults that were based on having real/honest relationships. Her own confidence and strengths in signing has developed from this and from using sign language constantly within the classroom.
13. Adapting to Meet Students' Needs (Abilities:73)	Linda felt that the better she was at communicating in many different ways the better she would be able to show the children the many different ways that language is used.

Table 9

Linda's Higher Order Themes

Higher Order Themes	Descriptions
1. Using Sign Language (1,2)	This refers to Linda's feelings in regards to her own signing skills, and her feelings in regards to signing with deaf adults.
2. Teaching and Using Sign Language (13)	This refers to Linda's adapting to meet students' needs.
3. Dealing With Own Signing Skills and School Policies (8)	This refers to Linda's beliefs and feelings in regards to policies/methods of programs.
4. Developing Relationships With Students (4)	Linda discussed the relationship she had with the students; student-teacher rapport.
5. Being Hearing (9,11)	Refers to Linda's relationship to the deaf as a hearing teacher, and her feelings of being threatened as a hearing teacher.
6. Learning Sign Language (5,6,10,12)	Linda talked about learning sign language in relationship to signing with deaf adults, training in sign language, training as a teacher of the deaf in general, and other problems with learning sign language.
7. Team Work/Teaching (3,7)	Team work or teaching related to Linda's feelings of having a professional relationship with deaf teachers and also her discussion of the present relationship that existed at the school.

Note: Numbers in parantheses refer to the numbered 'clusters of themes' in Table 8.

Table 10

Excerpts from Jan's Transcribed Interviews	Two Levels of Abstraction Paraphrases	Categories
1. Oh, I was going to tell you what the superintendent said when he had his very first meeting with all of his staff. I can still hear his words, "Rightly, or wrongly, we are an oral school! and we will not have signs!" [referring to oral school].	The superintendent made it clear to the staff that they worked at an oral school which did not permit them to use sign language.	Oral Method
2. The senior children, well they signed always in the hallways.	The senior students continue to sign in the halls.	Preferences
3. Both of those would go in, shut their doors, and sign. Now, I don't suppose in ASL, but they would sign [in an oral school].	Teachers would use sign language in concealment in the oral school.	Preferences
4. But, I always felt, somehow, that if it was the policy of the school, that you should follow it. The same as I feel, if it becomes ASL, that you should use that now.	Feels that whatever the policy is for a school that teachers should follow it.	Policy
5. Like if one teacher does one thing and another does another, then there is no conformity [within a policy]. I'm not sure how important it is, but...	There is no conformity if teachers are using different modes of communication.	Policy
6. So, in 1963, when we started the pre-school, we still did it orally. I think it was about 1966, 1967, somewhere in there, the two of us who started it, got extremely worried that our great dreams of starting children as early as possible would make up for the delay in language was not happening to some children.	After starting the pre-school oral program began to realize that some of the children were not making the language progress that was hoped for.	Problems
7. And one, we began signing, but it was very, very limited, you couldn't say that it was	Began to use very limited sign to communicate basic concepts and	Dealing With Change

talking formally, it was more taking words like, if you were teaching COW and individual words, and giving them the sign.	individual words.	
8. That is at the deaf school, I was not a teacher there so I really don't know except I know I am a poor reader of fingerspelling, so I don't know how children could fingerspell all day long, you had to fingerspell the whole sentence. To me, well I don't know, I was glad I missed that because...	Finds fingerspelling difficult and doesn't know how the children could understand it.	Problems
9. I can't say I am skilled now, it is a second language for me [referring to ASL].	Doesn't feel skilled in ASL because it is a second language.	ASL
10. Maybe because older learning, I don't know.	Feels can't learn sign well because she is older	Age
11. Some people have a gift for language, like learning French.	Some people have a gift for learning other languages.	Capabilities
12. Some people love learning another language.	Some people love learning another language.	Capabilities
13. Now, I am not saying I can't teach the children I am teaching, I have that level.	Feels she has a level of signing skills to teach deaf children.	Abilities
14. But if I meet adult deaf I know how limited I am [in. sign language].	Feels limited in communicating with deaf adults.	Limited
15. And the only reason I get along with them [deaf teachers] is because they think I am a good teacher.	Has a good relationship with deaf adults because they feel she's a good teacher.	Good Teacher
16. If I were a lot younger I would have to go back and take a lot more ASL, but, because I am about to retire in August or January, I can sort of slip through.	Feels a need to learn more sign language but doesn't pursue this need as is about to retire.	Abilities
17. And the signing I have taken	Got comfortable with using	Dealing with

in the last 14 years I have been here, hasn't been ASL very much, it was Signed English, that was what was in vogue, in the school when I came, then you just sort of get comfortable with endings and initializing words and then that's out.	Signed English but now has to change to ASL which is being used in the school.	Change
18. I still get teased about putting initials on words, sometimes [by other staff at the school].	Teachers tease her about using Signed English features.	Teased
19. But I was tested by a deaf member of the staff, we all had to be tested. She had to test me several times, but my ASL was always high. I got higher in reading [receptive skills] it that in giving it.	Scored high on ASL skills; especially receptive ASL skills.	Abilities
20. And that is weird to me. It is usually the other way around I think, that you can give it but not read it. I think that is maybe from knowing the deaf people before, a little bit.	Believes receptive skills are possibly related to past interactions with a deaf family.	Receptive Skills
21. We have so many children now who have the Fetal Alcohol Syndrome where the mother was on some kind of drug while the baby was still in the womb, these children are not what you call your normal deaf child, they have other difficulties.	Sees many deaf children as having other problems than just being deaf.	Student Limits
22. I think you just have to be fairly flexible, you shouldn't be a teacher if you are not flexible. I don't get too upset by methods.	Feels teachers have to be flexible and accepting of methods being used.	Dealing with Change
23. I have 5 boys, ranging in age from 8 to 11.	Classroom children range in age from 8 to 11.	Levels
24. They [family] could have quite easily put this boy into Total Communication program in	The family felt it was important that their child attend a school	Role Model

fact I think they had to fight to get him into the deaf school and their reasoning was that they could teach him enough about the hearing world but they could not give him the role models he needed for being deaf and the deaf school could do that for him.	where he was exposed to deaf role models as they could provide the exposure to the hearing world.	
25. That's about it for the class, it's a nice class to teach. Except for the one boy who is misplaced in my class, that's the one who has a reading level of about grade one but I have been lucky, I've had somebody from the university. Someone from professor's class has come all year, three times a week [to work with him].	Feels it's a nicely balanced class to teach, except for the child with grade one reading level.	Levels
26. Now if you have the solution, [for helping the student learn] boy you can give it to me.	Doesn't feel there is a simple solution for helping multi-handicapped children.	Student Limits
27. These are the problems that teachers face. I don't think the method is nearly as important as finding out why some children have a hard time learning.	It is not the method of teaching that should be looked at but why the child is having problems learning.	Student Limits
28. Once you even know why, you know a Fetal Alcohol Syndrome baby is going to have problems, but how do you teach them? And I don't think that ASL...	It doesn't matter which methods are being used for some children as there are other problems that make their situation profound.	Student Limits
29. With the one boy who has the real problem, he has had individual (time) for as much time as I can get for him. With the others because they are all basically at the same level of reading, I teach them in a group.	Tries to give one student more individual time and the rest more group time as they are at the same reading levels.	Levels
30. I always sign and for me I always talk which means I'm not using a lot of ASL. I guess the only time I use ASL is when I bawl them out, I have learned	Uses ASL when she's angry since she doesn't voice and then TC (signing and voicing) at other times.	Abilities

how now to shut my mouth and bawl them out. Yes I do, but if we were really told to use ASL then you would have to change from T.C.		
31. Where the ASL would come in more is if you are doing a discussion in Science, Health, Social Studies and you want to explain a concept. Then you might resort to more ASL because then you are more interested in that concept than you are in the reading and writing. This is only my own opinion you are getting.	Feels ASL benefits in situations where concepts are being taught or explained as compared to focusing only on reading and writing.	ASL
32. I haven't heard anyone talk about, "what about hearing aids or FMs?" More even FMs because it is really stupid to put an FM on a child, who doesn't like using one anyways because it is heavy and bulky and they can't move quite as much, if you are going to shut your mouth [sign only].	No one has questioned how hearing aids and FMs will work in the classroom but doesn't see a purpose if there is going to be signing without voicing (ASL program).	Policy
33. You see I am lucky that I can still get through with using my voice and signing, I have quit all endings, and I don't initialize words anymore. We used to do, I will demonstrate this...[SIGNED PORTION] (C for car, B for bus, V for van, T for truck). I don't do that anymore, I did learn this from this deaf teacher or somebody [SIGNED PORTION] (car, bigger then bigger and bigger) I did learn that. I used to initialize signs like truck, van, and bus. Now I do it by the size of the sign.	Has modified own signing by dropping all endings and by eliminating initialized words.	Adjusting
34. Well, I think it is the same as being a hearing teacher. The most important thing of all is that you like kids	Feels because the children are deaf doesn't mean they are any different from working with other	Expect-ations

and because they are deaf does not make any difference.	children.	
35. I expect the same kind of behavior from deaf kids as I expect from hearing kids. I don't always get it any more than I got it from the hearing kids but to make it so that deaf kids are so much different is I think, wrong.	Expectations are the same as with hearing children.	Expect-ations
36. Training, sure I take it for granted that anyone has to have deaf training, and I after getting the year in the fifties. I went back in the seventies and the eighties and updated deaf education. I didn't really have to but I think that you have to do that too.	Need training to be a teacher of the deaf and sometimes need to upgrade this training as well.	Training
37. And I thought "what the heck did I ever do for you? I had to teach you orally!" He went into my class and he looked at my class and he said "YOU people are lucky! You have a strict teacher, and that will help you in the future, you pay attention!"	Because she taught the student orally she was surprised with the student's appreciation; realized it was because she was strict.	Appreciation
38. A lot of deaf adults could hold a grudge toward a teacher that used oralism on them but this deaf teacher never has.	Deaf adults may feel angry towards teachers who had used oral teaching.	Deaf Views
39. I teach across the hall from her, and we team teach. It has been a joy to teach with her.	It has been a joy team teaching with a deaf teacher.	Team Teach
40. I can tell you other things about what make up a teacher. I think, you need to try and be flexible.	Teachers need to be flexible.	Flexible
41. Try to demand the best out of a child that you can get. Sometimes that means being a little strict.	Teachers need to set high expectations on the student.	Expectations
42. I don't know anything	Teachers don't have to be	Good

about you, but I don't think you have to be deaf to teach deaf children.	deaf to be teaching deaf children.	Teacher
43. I see another man in our school who became deaf at the age of twelve and I admire greatly what he does. He is the best for making sure that the children get out on weekend excursions, tramping through the mountains, helping kids who are in trouble. I feel there should be room for all who want to be there to work.	Admires one deaf teacher who does his best at helping the children.	Deaf Teachers
44. Certainly if they are willing now to learn the language! You do need that [ASL].	Feels anyone getting into the field now must be willing to learn ASL.	Training in Sign
45. On the other hand, you yourself would make a wonderful role model for a child in the public school who wants speech.	Deaf teacher with good speech would make a good role model for a child attending a public school.	Deaf Teachers
46. The deaf school has grown a lot in the last 14 years since I have been there as a teacher, they have got a lot of wonderful things going at the deaf school and outside of the deaf school within the community, and it is all done by the deaf teachers, not by we hearing teachers. Like the WWG, that was all done by the deaf adults, our deaf teachers did a lot of that. They have really improved the quality of education for the deaf.	The quality and growth of education has improved with the involvement and promotions made by deaf teachers.	Deaf Teachers
47. I think most of them would even say that they wouldn't like to see a school of totally deaf teachers, I think that they would like a higher percentage of teachers than what they have now. I think that they would still want a few to teach the language..no a lot of them	Most deaf teachers want to increase their population within the school but also feel it is important to be working with hearing teachers.	Deaf Teachers

could teach it better than I. But I think they would still like to have a few hearing teachers on staff, but again, for you to get that you would have to talk to a lot of them, I only say that because they treat me so well that I can't imagine that they don't want some hearing teachers on the staff.		
48. The odd hearing person will feel upset if they go and sit at the deaf table and the conversation is going so fast that they cannot understand [the sign language].	Some hearing teachers are upset because they cannot understand ASL.	Upset
49. I will say, "Are we not friends?" they will say, "Yes", and I will say,"Are we best friends?", and some of them will say, "Oh yes yes you are best friends!" I will explain that,"no we are not best friends." They will ask,"why not?" I say, "well you would be bored waiting for me to finish what I have to say." Somehow they seem to understand that there are different levels of signing skills.	Can be friends with the deaf teachers but feels limited by signing skills.	Signing Relationship
50. That doesn't mean that we don't like or support each other, or that we don't respect each other.	There is a lot of understanding, respect, and support from/for deaf teachers.	Respect
51. Oh you bet, you would have to be very skilled with sign language to sit at their [deaf teachers'] table, which I am not, and I accept that.	Will not join deaf adults socially as doesn't feel skilled enough in sign language.	Abilities
52. When they [deaf teachers] come to me to talk or ask a question, they make a very conscious effort to use their voice, and their signing goes down on the scale of signing, and I take that very graciously, and I accept that they are being very polite.	Deaf teachers will make sure you understand them and will adapting their signs.	Respect

53. I once heard one of them [deaf teacher] say that they would put their deaf child in my classroom any day, because that child would learn, so I take that as a compliment.	Felt respect from a deaf teacher who recommended her and admired her teaching skills.	Good Teacher
54. There are some hearing or deaf teachers that I wouldn't want to put my kid in their class, just because you are deaf or hearing doesn't mean you are a good teacher.	Just because you are deaf or hearing doesn't mean you are a good teacher.	Good Teacher
55. A lot of your questions are about what makes a good teacher, what do you need to be a deaf teacher, it is obvious you need training.	To be a good teacher of the deaf you need training.	Training
56. But I try to keep it wide open, not for the ones who have the Alcohol Syndrome, you have to look at each child, maybe that is another important thing about being a teacher, it even comes to whether you expect the child to go to public school and be mainstreamed, or you expect them to go to the Total Communication program or to our school. There is no right or wrong way, there are wonderful teachers at the Total Communication program and there are at the deaf school but the child should be there because that is the program which meets his needs, not because some parent wants him there or wants him at the deaf school, but that the program meets his need.	There is no right or wrong method of teaching but it's important that the individual child's needs are met.	Program
57. Too often we put kids into programs that they don't belong in and often it is a political reason, it's not because teachers don't know that they have children who shouldn't be there in either setting. We should look at the	There are a lot of political reasons for a child being placed in a program where she feels their needs are not always being met.	Program

children and their potential and where their needs are best met, unfortunately you hit school boards and parents, there are a lot of obstacles to saying that.		
58. I accept that my signs are, I am talking about my class room signs are adequate, not wonderful but adequate. When I say lousy, I mean for talking to adult deaf.	Feels signs are adequate enough for teaching in the classroom but not for communicating with deaf adults or deaf teachers.	Abilities
59. I say if you really want to be a teacher of the deaf you want to be able to talk, to them [deaf teachers] about education and their feelings about it. I have, but it was on a very slower [signing] level.	Hesitates at going to talk to deaf teachers because of her signing is slower.	Relationship
60. If they want to know something from me they will come ask, but then they are asking and they are willing to accept my slower signing.	Deaf teachers accept her slower signing and will often approach her to ask questions.	Acceptance
61. But I am not so fast at going to them and asking something because they will want to do it fast and I won't understand.	She finds it difficult to approach deaf teachers for information.	Inadequacy
62. I think if I was starting my education now, then I would be taking a lot more Sign Language classes, or my other option would be to teach in a oral school in the mainstream.	Feels would need to up-grade signing skills if wanted to start out teaching in an ASL environment or else would have to teach in an oral school.	Upgrading
63. And I came at a sort of change in the time in the signing too, 1977. I am not sure when they started Signed English so a lot of the hearing teachers were pretty awful, by that I mean they can teach but it is at a level of grade one.	A lot of hearing teachers were not skilled signers and they could only teach at a grade one level.	Dealing with Change
64. But also when you are	There are some concepts	Support

teaching in the higher levels there are so many concepts that do not have signs for the concepts you want to teach. I don't know how many times I have had to fingerspell, but you can't get the concept across with fingerspelling you have to act it out or draw it or get it through another discussion if there is no sign for the educational word you want. But I think those words are developing. This staff member has them on video tape and they are at our school now.	that do not have signs so Network the teachers fingerspell them, however, the school is beginning to develop signs for these concepts.	
65. What she is titled, I don't know, but she is responsible to teach staff, parents throughout the school signing skills and she is their source person for what ever sign you want to use.	One person teaches staff and parents sign language and is also a source person if one needs to find out a specific sign.	Support Network
66. That's it! Signs will be more consistent throughout the school, but I doubt that there are signs that you would use in ASL conversation very often, these are definitely signs used in education.	Has developed educational signs so teaching can be more consistent within the school.	ASL
67. I don't know how to answer that, the worst [experience of using sign language] is meeting an adult deaf person and you don't understand what they are saying and they sign so fast and you feel dumb.	Worst experiences in using sign is not being able to understand a deaf adult.	Inadequacy
68. The best is to see that the children are learning faster than before, when there was oral only.	Sees sign language as helping the children learn faster.	Empower-ment
69. Now you can talk about their feeling which compared with teaching with speech, wasn't possible, because they have an inner language now which	Deaf children are better able to express in depth feelings in sign language.	Empower-ment

they did not have before, sign language gives the child more ability to talk in depth, before this did not happen.		
70. I can talk more with them now about their feelings [using sign language].	Can talk more about feelings using sign language.	Empowerment
71. Well this is certainly much deeper [conversations using signs than oral only].	Sign has helped the conversation become deeper.	Communication
72. No I don't have the sign to work with them [older children].	Doesn't have the signing skills to work with older deaf children.	Abilities
73. I work better with the younger kids, older kids you need a special kind of attitude, teenagers especially.	Doesn't have the skills or attitude for working with older deaf children.	Attitude
74. I myself am not interested in teaching the older kids, their signing is fast, if I had started to sign earlier, fine, but I realize that I am not fluent [in ASL].	Her lack of fluency in ASL is an important reason for her not wanting to work with older deaf children.	Abilities
75. I understand for example with the Indians and the whites, I wonder where there is a place for hearing in a deaf school.	Minority groups prefer their own people as do deaf prefer deaf teachers.	Being Hearing
76. I like the deaf people but I wonder if they wouldn't do a better job than I.	Being a deaf teacher doesn't mean you are better than a hearing teacher.	Good Teacher
77. If I was just starting out, I don't know, maybe I would feel this more [intimidation] but I know I can give a lot to them.	Would feel more of the discrimination between whether one is a deaf or a hearing teacher if had just been starting out.	Confidence
78. No it is not that I am not comfortable with them but I am not sure if they can't do a better job.	Feels confident in skills as a teacher and questions the abilities of deaf based on their skills.	Good Teacher
79. I feel my generation of	Feels hearing teachers	Changes

teachers have finished what we set out to do, and we are not needed any more the same as on an Indian reserve.	have reached their goal in deaf education.	
80. The same as the Indians want their own to be there and not whites. It is like working your way out of a job, there may still be a place for some, I don't think they want all hearing out of the school, but there is a place for very skilled people.	There is a feeling of jobs being lost to the deaf and other hearing people who have the skills.	Changes
81. How [did I learn]? With a lot of PAIN!! Ha. Ha. My training in the 50's and 60's was all oral, I only used gestures, not real signs, I came back in the 70's and I took so many classes [in sign language]!!! I went to the university and college again.	Learning sign language was frustrating as had to change from an oral to a signing focus in communication.	Upgrade
82. But I think I really learned it [sign language] by talking with the deaf teachers at school.	Learned sign best through contact with deaf teachers.	Deaf Teachers
83. My sign language has improved because I teach a lot with a deaf teacher.	Signing skills improved through team teaching with a deaf teacher.	Deaf Teachers
84. A hearing child learns language by talking with his mom.	Language is learned by active communication.	Learning
85. You have to use it all the time or you lose it, for example coming back from summer vacation, my hands are rusty. The same as studying French, if you don't use it, you have a hard time remembering.	Learning and using sign is the same as any other language, without exposure you gradually lose it.	Disuse
86. I would have to really think about it [what to teach at university] there are a lot of different [communication] methods	It's difficult to know what should be offered in the training programs as there are so many different	Training

out there.	methods being used.	
87. I think you should have at least a level 4 before you even start the training [as a teacher of the deaf].	Teachers should be fluent in sign language before training to become teachers of the deaf.	Training in Sign
88. I think this is a MUST, that would maybe stop a lot of hearing people, but they don't do that because I have had kids come for their practicum who could barely even sign, and that is not good enough [discussing a prerequisite for signing skills before entering training programs].	Most students entering the program would not get accepted as the students now don't have the skills to even be practice teaching in the classroom.	Selection
89. The university could say, "You must have a level 4 signing", well maybe level 3, nah I would say level 4.	University requirements for entering the program should include higher skills in sign language.	Qualification
90. In the old days you didn't need it, but a new teacher starting now, she must have the signing skills.	There has been educational changes happening which now require teachers to be qualified in sign language skills.	Qualification
91. It doesn't really matter, if I was a hearing teacher, they wouldn't let me teach little kids and say "Oh well you don't need to speak well with them." In the old days you were required to pass a competency test, and the same should be for a teacher of the deaf, you should have a level of signing skill in place before hand and be tested for that.	Feels there should be competency tests in sign language skills as there once were for oral skills.	Selection
92. Many reasons, there is a hearing teacher who is telling the other teachers she is DEAF!!! She just walked up to the table and said this. She is lonely and she is telling them she is deaf! So there is different teachers amongst teachers.	The relationship between deaf and hearing teachers varies with the individuals themselves.	Different Relationships

93. I would like to be part of the group for teaching, but when I come home, it is to music, drama.	Would like to be a part of the deaf world but values self as hearing first.	Personality
94. I don't need to be part of the deaf social group.	Doesn't need to be a part of the deaf social group.	Personality
95. So you have a real wide variation of people. Some people, teachers, who live with the deaf, their whole life is centered around deaf culture, they really desire to be a part of deaf culture.	Other hearing teachers deeply want to be a part of the deaf world.	Being Deaf
96. Some do it [immersion] to improve their signing skills, and that is more like French immersion, not like wanting to be deaf.	Other hearing teachers immerse themselves with the deaf to become better signers.	Immersion
97. The best way to learn any language is to live with a person in that language, most of us cannot do it, because we have our own lives and our own families.	The best way to learn sign language or any other language is by immersion.	Immersion
98. That is different from a hearing person who wants to be deaf because they are not satisfied with their own life.	Wanting to be integrated into the Deaf community to learn sign language is a different reason than wanting to be deaf.	Different Relationships
99. Well, for some it is not, I have seen children pick it up fast.	Children learn sign language quickly.	Age
100. It is the younger ones who learn it fast, this is not to say that a 50 year old can't learn but language.	Younger teachers learn sign language faster than older teachers.	Age
101. You must really study it to learn it, this is why it worries me about English and French, in Canada you must learn both.	One must study hard to learn ASL as with any language.	Commitment

102. Some people learn 5 or 6 languages and never run into trouble. Why? Maybe their listening skills. Why can't some kids learn to read? We haven't solved that one yet, some haven't even managed to learn their first language!	How well people learn a language will vary from person to person; found it difficult trying to learn a second languages.	Difficult to Learn
103. Yes. Age is important, [factor in learning a language] maybe if you start them out young.	Age may be a factor in how well a person can learn a language.	Age
104. I have taken a few courses on structures, and they are so subtle, for example using a facial expression to indicate a question or scrunching your nose to indicate agreement, it is so subtle. If you have glasses or dentures it is difficult to do that. I find that difficult.	Found the features of ASL difficult to learn as they were subtle and different from English.	ASL
105. Someone tells you, you need the exposure [for learning ASL].	Learned ASL features that were not so obvious through exposure.	Exposure
106. When the philosophy changed [to ASL] she really encouraged people. Some deaf teachers would say, you should be out you are no good.	Was encouraged by this deaf teacher while other deaf teachers were against having some teachers there.	Deaf Teachers
107. She [deaf teacher] has helped me out with my signing, and I have helped her out with some English things.	The deaf teacher was able to help her out in sign language while she was able to help the deaf teacher in English.	Deaf Teachers
108. I respect her [deaf teacher], some deaf I don't respect and some hearing I don't respect.	Respects people as individuals and not because they belong a particular group.	Respect
109. The same as just wanting to teach with someone, two heads are better than one, school boards won't pay for it, every Friday morning, I do the news, one deaf, myself, and another hearing teacher	Team teaching increases teaching power and combines the knowledge of all who are involved.	Team Teach

who is skilled with signing.		
110. Whew, she puts me to shame, but the deaf teacher still encourages me in spite of that [her signing skills].	Feels inadequate in own signing skills but deaf teacher still encourages her.	Inadequacy
111. I don't know how to explain, some teachers work well together because their philosophies and attitudes are the same, some I would never teach with, but this group of three is great. Last year I did some switches, i.e.: Science, Math, English, that is not teaming, but the news is one good example we help add to each others ideas, she helps me with my sign language, in a nice way.	Teachers have to be able to work together and share some common philosophies and attitudes in order for team teaching to work.	Team Teach
112. But I accept the help even from kids, they too, need to know that adults make mistakes too so that they are not afraid to make mistakes themselves, that is why people stop learning, they are afraid to make mistakes.	Is not afraid to accept own mistakes in front of the children, values it as a part of the learning process.	Rapport

Table 11

Thematic Clustering of Jan's Protocols

Clusters of Themes	Descriptions
1. Abilities in Sign Language (Adjusting:33) (Abilities:13,16,19,30, 72,74) (Upgrading:62) (Attitude:73)	Jan knows that her own signing skills are poor yet feels that they are at a level which is good enough to be working with young deaf children but not necessarily older deaf children. Therefore, Jan is not interested in working with older children because of these limitations in her signing skills and also because she doesn't have a "special attitude to be working with them. Jan was able to score high on her receptive skills and has been told to sign ASL yet she still signs and voices using some signed English. Jan still feels she would have to upgrade her ASL signing skills or else teach in an oral program if she were just starting out as a teacher of the deaf but doesn't pursue this need as she is about to retire. She has been able to adjust some of her signed English to ASL.
2. Signing With Deaf Adults (Limited:14) (Abilities:51,58) (Upset:48) (Signing Relationship:49) (Acceptance:60) (Inadequacy:61,67,110) (Teased:18)	Jan feels limited in communicating with deaf adults. Worst experiences in using sign is when she cannot understand a deaf adult. Therefore is aware that the levels of friendship she can develop with deaf adults is limited by the different levels in sign language skills. Deaf teachers show respect and accept her slower signs, encourage her signing, often approach her for advice, or even tease her about using Signed English features. She, however, finds it more difficult and often hesitates or moves herself away from deaf adults in social settings. Is not as upset in not being able to relate fully like other hearing teachers as she has been able to accept her own limitations in sign language. Still respects and feels respected and supported by deaf adults because she is looked at as a good teacher with other skills.
3. Feelings of Involving Deaf Teachers (Role Model:24)	Values the relationships and respect in team teaching and working with other staff who are deaf. The benefits are two-fold in that she and the deaf teachers

Note: Numbers in the parentheses refer to the categories which were identified with numbers in Table 10.

(Team Teach:39,109) (Deaf Teachers:43,45,46, 47,82,83,106,107) (Respect:50,52) (Relationship:59)	share and support each other's knowledge and skills (deaf teachers encouraged her to learn more ASL when the philosophy of the program changed from Signed English). She learned most of her sign language through a relationship that developed with one deaf teacher and also through her interactions with other deaf staff members at the school. Sees deaf teachers as role models for the students as they provide the necessary exposure to the deaf world. Deaf teachers with good speech make good role models in oral programs. Also respects deaf teachers for having education a genuine interests in their students and development. Feels that the quality and growth of education is directly related to the hiring of more deaf teachers at her school. Saw that deaf teachers also valued the relationship of working among hearing teachers at the school; they often modified their signs in work situations so that she was able to understand; they are polite. She feels hearing teachers need good signing skills to talk about deaf education and deaf teachers feelings; she has done so but on a slow level of signing.
4. Student-Teacher Rapport (Rapport:112) (Empowerment:68,69,70) (Appreciation:37) (Expectations:34,35,41) (Communication:71)	Realized that ASL helped the children to learn faster because the concepts are more easily expressed and therefore more teachable. Using ASL has also has enabled the sharing of more in-depth feelings and inner language (emotions) that were not accessible in other communication approaches (i.e.oral). She is not afraid to make mistakes in front of children as values it as part of the learning experience; anyone can make mistakes. Jan set high expectations of her students because she felt they should be treated the same as hearing children; the students appreciate her for being strict and demands the best. Old student came back and told her this.
5. Training in Sign Language (Training in Sign:44,87) (Selection:88,91) (Qualification:89,90) ASL	Feels teachers should have Level 4 signing skills before entering teacher training programs in deafness. Teachers should be tested in the same way she was once pre-tested in oral skills. Feels that the educational requirements have changed; teachers need skills. She showed concern in that teachers coming to teach in her class don't have the signing skills to be working with deaf children. They need prior training rather than come into the class without signing skills. Teachers need to be willing to learn sign language and become skilled in ASL because it is now a requirement in schools.
6. Training as a Teacher of the Deaf (Training:36,55,86)	Feels teachers must have special training to be teachers of the deaf. At the same time found it difficult to suggest what things should be focused on in the program as there are so many different

	methods being used among different programs for deaf children. Jan had to return to school and upgrade her skills in deafness studies.
7. Team Work With Other Hearing Staff Members (Support Network:64,65) (Team Teach:111)	Team teaching was strongly valued as it increases teaching power since it combines the knowledge of all who are involved. Also realizes that people working together need to be sharing common philosophies if it is to be a successful teaching situation. Is able to use signs in the classroom which are consistent to what other teachers are using because they have a resource person who provides signs for specific content areas.
8. Relating to Policy (Oral Method:1) (Policy:4,5) (Problems:6,8) (Preferences:3) (Dealing with Change:7,17,22,63) (Policy:32) (ASL:31,66) (Program:56,57)	Has gone through many of the philosophical focuses in deaf education throughout teaching experiences; from oral to fingerspelling to Cued Speech to Signed English and finally to ASL. Didn't feel comfortable with oralism and Cued Speech but felt it was important that teachers were consistent and conformed to the policy of the school. Feels there is no right or wrong method of teaching deaf children so long as individual students' needs are being met and not that of the programs or parents. Is not so upset by methods or philosophy of programs being used because she herself has gone through many educational changes which involved her being able to switch modes of communication. Jan feels it is more important that the teacher is flexible to these changes. When she first began teaching she knew a little sign language and as the system changed she also had to adjust her communication modes to incorporate more Signed English and then ASL. At first didn't know how to incorporate signing with communicating as opposed to just teaching vocabulary (they were 'awful'). After becoming comfortable with Signed English had to adjust again to ASL. Accepts ASL philosophy which now exists at her school but is still confused by what it actually implies (i.e.; using FM's). However, she felt it was important that educational signs were developed for specific subject areas because it lead to conformity/consistency among grade levels and subjects being taught. ASL is beneficial for teaching concepts in content areas.
9. Relating to Deaf as a Hearing Teacher (Immersion:96) (Personality:93,94) (Good Teacher:15 42,53,54,76,78) (Respect:108) (Different Relationships:92,98) (Being Deaf:95)	Feels it is not so important as whether you are deaf or hearing but that you have the skills to be working with deaf children. Respect for others is not based on this, Jan always looks at the teacher as an individual and not as deaf or hearing. Feels that deaf teachers feel the same as they have often complimented her as a good teacher. They would put their child in her class. Respect and forming of relationships has varied between

	individual teachers and not groups of teachers; not feel all deaf teachers are good teachers, the same as hearing teachers. Jan therefore doesn't see all deaf teachers as good teachers because they sometimes lack certain teaching skills. Would like to learn more about the deaf experiences and deaf community but values herself as hearing first. Sees other hearing teachers wanting to be a part of the deaf world for different reasons, either to learn ASL or to be fully integrated into the deaf person's life. Doesn't have a personal need or desire to do this.
10. Problems With Learning Sign Language (ASL:9,104) (Capabilities:11,12) (Immersion:97) (Commitment:101) (Disuse:85) (Difficult to Learn:102) (Age:10,99,100,103)	Found sign language difficult to learn because it is her second language to English. Found the aspects and features of ASL very different from her first language. Feels it varies with people in how well they are able to learn another language. Feels some people have a gift for learning other language and learn quickly, but, her own experiences show difficulties in learning French and ASL. If you do not continue to use the language then you will lose it; she always felt this after returning from summer holidays and not signing for two months. Also believes she is having a problem learning because of being older; i.e. sees children and younger teachers picking up sign language more quickly than herself. Realizes the best way to learn a language is through immersion/exposure but feels limited because she has higher priorities set on her own life and family; people have to commit themselves to learning it.
11. Feelings of Being a Hearing Teacher (Deaf Views:38) (Being Hearing:75) (Confidence:77) (Changes:79,80)	Jan really feels that a lot of deaf people should hold a grudge towards her because she taught them orally but most are understanding. Also feels that the generation of hearing teachers she started out with have reached their goals in deaf education and that jobs will be lost to deaf teachers and others who have the signing skills to be working with deaf children. Doesn't feel discriminated against because of being a hearing teacher but feels she would if she were just beginning to teach. During earlier years of teaching signing was not acceptable, she understands the feelings new teachers are experiencing. She has been able to develop a lot of confidence in her teaching and they have not.
12. Learning Sign Language (Receptive Skills:20) (Learning:84) (Upgrade:81) (Exposure:105)	Own receptive skills developed from interactions with deaf adults. Learned ASL features that were not so obvious through social exposure. Realizes language is learned through active communication, i.e. a deaf child and his mother. Had to upgrade her skills by taking more sign language classes through her career.
13. Adapting to Meet Students' Needs	Realizes that teachers have to be flexible with the methods being used because it is not so much

(Flexible:40) (Levels:23,25,29) (Student Limits:21,26,27,28)	the methods that are important but why some students have problems and how one needs to adjust to meet their needs. Sometimes the problems the students have are more than just being deaf; since they are so profound it doesn't matter what kind of communication is being used (i.e.; FAS). Some students have been misplaced in her class. Good teachers are flexible to different classroom needs.
14. Students' Preferences for Communication (Preferences:2)	During earlier experiences of using oral communication saw a lot of teachers and students who preferred to use sign language as a mode of communication. Older students also continued to use it socially.

Table 12

Jan's Higher Order Themes

Higher Order Themes	Descriptions
1. Using Sign Language (1,2)	Relates to Jan's abilities in sign language, and her feelings about signing with deaf adults.
2. Teaching and Using Sign Language (13,14)	This refers to Jan's discussion on adapting to meet students' needs and how she sees students having preferences for certain means of communication.
3. Dealing With Own Sign Language Skills and School Policies (8)	This refers to how Jan is relating to policies and philosophies of programs.
4. Developing Relationships With Students (4)	This refers to Jan's relationship and communication with the students; student-teacher rapport.
5. Being Hearing (9,11)	Jan discusses how she relates to the deaf as a hearing teacher and her own feelings of being a hearing teacher.
6. Learning Sign Language (5,6,10,12)	Jan refers to training in sign language, training in general as a teacher of the deaf, problems with learning sign language, and how to develop relationships for learning sign language.
7. Team Work/Teaching (3,7)	This section refers to Jan's feelings and knowledge of having worked with deaf teachers and other staff members in a team teaching/work approach.

Note: Numbers in parantheses refer to the numbered 'clusters of themes' in Table 11.

Table 13

Tabulation of Combined Analysis of Hearing Teachers' Themes

Higher Order Themes	PARTICIPANTS Sue	Nancy	Linda	Jan
1) USING SIGN LANGUAGE				
-FEELINGS RELATED TO SIGNING ABILITIES (2.1,5.1,8.1)	X	X	X	-
-ABILITIES IN SIGN LANGUAGE (2.16,5.17,11.1)	X	X	-	X
-SIGNING WITH DEAF ADULTS (2.2,5.2,8.2,11.2)	X	X	X	X
2)TEACHING AND USING SIGN LANGUAGE				
-STUDENTS' LEVELS OF COMMUNICATION (5.14)	-	X	-	-
-PROBLEMS WITH USING SIMULTANEOUS COMMUNICATION (2.14,5.16)	X	X	-	-
-ADAPTING TO MEET STUDENTS' NEEDS (2.15,5.12,8.13,11.13)	X	X	X	X
-STUDENTS' PREFERENCES FOR COMMUNICATION (11.14)	-	-	-	X

Note: Numbers in the parentheses refer to the table numbers and theme numbers. For example, "5" in (5.1) refers to Table 5 and the "1" refers to the thematic cluster no. 1 in Table 5.

3)DEALING WITH SIGN LANGUAGE SKILLS AND SCHOOL POLICIES				
-RELATING TO POLICY (2.9,5.8,8.8,11.8)	X	X	X	X
-BI-LINGUALISM BI-CULTURALISM (5.13)	-	X	-	-
4) DEVELOPING RELATIONSHIPS WITH STUDENTS				
-STUDENT-TEACHER RAPPORT (2.4,5.4,8.4,11.4)	X	X	X	X
-COMMUNICATION AND STUDENTS' SELF-ESTEEM (2.5,5.5)	X	X	-	-
5) BEING HEARING				
-FEELINGS OF BEING A HEARING TEACHER (2.12,5.10,8.11,11.11)	X	X	X	X
-RELATING TO DEAF AS A HEARING TEACHER (2.10,8.9,11.9)	X	-	X	X
6) LEARNING SIGN LANGUAGE				
-RELATIONSHIPS AND LEARNING SIGN LANGUAGE (2.13,5.11,8.12,11.12)	X	X	X	X
-PROBLEMS WITH LEARNING SIGN LANGUAGE (2.11,5.9,8.10,11.10)	X	X	X	X
-TRAINING IN SIGN LANGUAGE (2.6,5.6,8.5,11.5)	X	X	X	X
-COLLEGE V.S. UNIVERSITY COURSES IN SIGN LANGUAGE (5.15)	-	X	-	-
-TRAINING AS A TEACHER OF THE DEAF (2.7,8.6,11.6)	X	-	X	X

7) TEAM WORK/ TEACHING				
-TEAM WORK WITH OTHER HEARING STAFF MEMBERS (2.8,5.7,8.7,11.7)	X	X	X	X
-FEELINGS OF INVOLVING DEAF TEACHERS (2.3,5.3,8.3,11.3)	X	X	X	X

Table 14
Examples of Combined Analysis of Hearing Teachers' Themes

	PARTICIPANTS			
	Sue	**Nancy**	**Linda**	**Jan**
Higher Order Themes				
1) USING SIGN LANGUAGE				
-Limited in signing skills	(1.3)	(4.13)	(7.72)	(10.13)
-Didn't feel prepared to teach as left training program unprepared in sign language skills	(1.57)	(4.10)	-	-
-Limited in deaf adult interactions/relations	(1.71)	(4.64)	(7.14)	(10.51)
-Feelings of awkwardness when interacting with deaf adults	(1.45)	(4.21)	(7.27)	(10.61)
-Problems in understanding deaf adults	(1.3)	(4.42)	(7.14)	(10.48)
2)TEACHING AND USING SIGN LANGUAGE				
-Preference for young children because of limited signing skills	-	(4.11)	(7.50)	(10.72)
-Problems switching among modes of communication	(1.29)	(4.16)	-	(10.33)
-Problems with using simultaneous communication (signing-voicing)	(1.14)	(4.59)	-	-
-Feels can't master any one mode of communication as are using an epitome of signing systems	(1.13)	(4.71)	-	-

Note: Numbers in the parentheses refer to the table numbers and theme numbers. For example, "4" in (4.1) refers to Table 4 and the "1" refers to excerpt no. 1 of the transcribed interviews in Table no. 4.

3)DEALING WITH SIGN LANGUAGE SKILLS AND SCHOOL POLICIES				
-Had to deal with changes in philosophy and change/alter own mode(s) of communication	-	-	(7.9)	(10.81)
-Relating to policy:				
1) consistency	(1.31)	(4.47)	-	(10.66)
2) no one perfect method of communication	(1.12)	(4.13)	(7.37)	(10.22)
4) DEVELOPING RELATIONSHIPS WITH STUDENTS				
-Communication as important to student-teacher relationship	(1.20)	(4.48)	(7.45)	(10.72)
-Supports the use of ASL in the classroom	(1.11)	(4.17)	(7.74)	(10.31)
-Feels a need for having more ASL skills	(1.63)	(4.13)	(7.72)	(10.16)
-Doesn't know a lot of ASL	(1.10)	(4.71)	(7.71)	(10.67)
-Being hearing somehow influences relationship, especially with older students	(1.23)	(4.55)	-	(10.73)
-Ability of teacher to share mistakes with students is important	-	(4.51)	-	(10.112)
-Will try to adapt to students' levels/needs	(1.17)	(4.6)	(7.35)	(10.29)
-Sets high expectations on students	-	(4.8)	-	(10.41)
-Awareness of the importance of deaf teacher's skills as already having ASL fluency	(1.35)	-	-	(10.106)

5) BEING HEARING				
-Feelings of being a 'hearing teacher' as negative by deaf adults	(1.46)	(4.29)	(7.42)	(10.106)
-Feel signing skills are related to acceptance as teachers by deaf adults	(1.47)	(4.21)	(7.22)	(10.80)
-Sees teachers are intimidated because of 'being hearing'	(1.46)	(4.29)	(7.41)	(10.75)
-Teachers express a need to understand deaf culture	(1.41)	(4.66)	(7.21)	(10.95)
-Sees deaf experiences as more valid than own	(1.6)	(4.53)	-	(10.79)
6) LEARNING SIGN LANGUAGE				
-Values prior training in sign language before teacher training begins	(1.59)	-	(7.59)	(10.87)
-Values prior assessment of signing skills before entering teacher training programs	(1.56)	-	-	(10.87)
-Feels there isn't enough time to become a skilled signer in teacher training programs	(1.57)	(4.63)	(7.67)	(10.88)
-Teacher training should have more focus/involvement of the deaf in regards to Deaf culture/issues	(1.59)	(4.68)	(7.28)	-
-Own learning of sign occurred more through informal interactions rather than through classes	(1.54)	(4.33)	(7.56)	(10.107)
-Need for more contact with deaf in teacher training programs	(1.52)	(4.36)	-	(10.97)
-Left teacher training program feeling unprepared in signing skills for in the classroom	(1.57)	(4.10)	-	-
-Expressed a need for higher levels of sign language to be taught				

in teacher training programs	(1.26)	(4.61)	(7.66)	(10.89)
-Need to be able to switch modes	(1.29)	(4.15)	(7.27)	-
-Expressed difficulties in learning sign language	(1.49)	(4.34)	(7.57)	(10.81)
-ASL is difficult because it is a second language to English	(1.36)	(4.57)	(7.13)	(10.9)
-ASL features difficult (i.e. facial expressions, structure)	(1.49)	(4.58)	(7.13)	(10.104)
-Personal need to have a real/honest relationship with deaf before one can learn sign language from them	(1.74)	-	(7.16)	-
-Feels it's best to learn sign language through interactions/immersions with deaf adults	(1.38)	(4.36)	(7.70)	(10.97)
7) TEAM WORK/ TEACHING				
-Sees deaf teachers involvement as positive in school	(1.64)	(4.56)	(7.25)	(10.39)
-Learn sign from a deaf teacher	(1.65)	(4.32)	(7.47)	(10.82)
-Sees deaf as role model for students	(1.66)	(4.56)	(7.28)	(10.43)
-Hearing staff presently monitor signs	(1.69)	(4.40)	(7.12)	-
-Deaf staff presently monitor signs	-	-	-	(10.107)

Section 2: Summary of Themes

The higher order themes and sub-themes which emerged in this study are reviewed in this section. Each section provides a brief description of the general issues in deaf education that are related to each theme or sub-theme, a written synthesis of the themes and a possible interpretation of these themes.

The data were sorted into 7 higher order themes. These themes will be discussed as follows: (a) concerns re: using sign language, (b) teaching and using sign language in classrooms, (c) dealing with own signing skills and school policy, (d) developing relationships with students, (e) being hearing, (f) learning sign language, (g) and team work/teaching.

Any quotes referred to in this section will be identified with numbers in parentheses. These numbers refer to the table numbers and the excerpt number within the table. For example, for (1.5) the "1" refers to Table 1 and the "5" refers to excerpt number 5 in Table 1.

Theme 1- Concerns re: Using Sign Language

This theme relates to how the teachers in this study felt about their abilities in sign language. All of the teachers expressed some concerns about using sign language. The areas of concern focused on in this theme include: (a) personal feelings related to signing abilities, and (b) signing with deaf adults.

<u>Personal Feelings Related to Signing Abilities</u>

With the changing trends and increase in acceptance of sign language as a means of communicating within the classroom (Johnson

et al., 1989), teachers are placing different expectations upon themselves (Venn, Serwatka, & Shreve, 1982). Teachers know they need to have excellent signing skills to work in most classrooms with hearing impaired students.

The teachers in this study felt it was difficult, if not impossible, to reach these goals or standards because of the fact that ASL is a second language to their first language, English. Sue for example comments, "the problem is not so much that ASL is a second language for me, but that mine is not fluent enough for my standards" (1.63). It seems that Sue may be in a personal struggle with herself because she knows she will never be able to fully reach her goal of fluency in ASL. She realized her limited potential for signing with deaf adults from her prior experience of living with a deaf roommate: "And I don't have good communication, I knew that because I spent some time with the Deaf Community and felt really out of it" (1.3). Sue confirmed her belief of having limited skills in sign language when she began working in the classroom: "Sometimes I think I'm not doing my job correctly because I am not communicating clearly, so I'm not comfortable with that part" (1.15). Her initial encounters of living with a deaf adult and her own feelings of inadequacy within the classroom therefore made her feel uncomfortable with her signing skills.

Nancy, in her personal struggle of dealing with her skills, was able to relate to the fact that the learning of sign language is an ongoing process: "And I feel like, I guess I always feel like I'm doing my best that I can at that moment, and I'm always trying, and I'm

always learning, and I think that is a never ending process of learning" (4.22).

Beginning teachers in this study felt even more uncomfortable than the seasoned teacher when trying to develop their sign language skills because they are faced with the added pressures and time limits of also preparing the classroom curriculum for their first year of teaching. Nancy felt this need: "I was not prepared, I did the best I could on my own but I was trying to get my classroom ready, there are things to do when you have more time" (4.63). Nancy also said, "I should take the time to take classes, my skills are not what they should be" (4.69).

These teachers felt more comfortable as time passed and they had the opportunity to learn more sign language through interactions with their students and others outside of the classroom. As Nancy said, "I've been able to refine my skills with these kids. And my fluency and such. I'm a lot more comfortable and a lot more flowing and smooth in my signs" (4.11).

Signing With Deaf Adults

These teachers also felt uncomfortable in their interactions with deaf adults because of their limited skills in sign language, especially in ASL. This supports the study done by Woodward and Allen (1987); only 2% of teachers in hearing impaired programs in the United States claimed to use ASL. Since relationships in general are based on good communication, most of these hearing teachers were not able to develop strong relationships with deaf adults.

When asked about their experiences of using sign language and interacting with deaf adults, all participants expressed some concerns

relating to their skills in sign language. These feelings included feeling intimidated, feeling frustrated, feeling misunderstood, and feeling limited. There was, however, a realization that learning more sign language would increase communication and develop better relationships with deaf adults.

The teachers in this study felt intimidated and frustrated during their interactions with deaf adults because of the feeling that their own sighing skills were not at a satisfactory level. Jan discussed her experience of interacting with deaf adults as, "I don't know how to answer that, the worst [experiences of using sign language] is meeting an adult deaf person and you don't understand what they are saying and they sign so fast and you feel dumb" (10.67).

Nancy discussed her feelings of interacting with deaf adults who had skills in ASL: "I volunteered for a skiing situation and I had to teach and interpret a little bit. So with the people that I know or didn't know, I felt a bit intimidated. A lot because I didn't understand their signs, they used a lot of ASL like 'last year' or 'next year' which I didn't understand and I have seen some signs but I would become frustrated and miss these other signs" (4.42). Nancy feels she is coming more to terms with these feelings of intimidation and frustration:

> When I am sitting with a deaf person and another hearing person whose signing skills are wonderful, I often feel like I should shut up and not say anything because the hearing person will be watching me as well as the deaf person, so from

both ends of the spectrum I will be intimidated. But, like I am saying, more often than that, I am losing a lot of that (4.21).

There was also a feeling of being misunderstood by deaf adults. Nancy expressed a need to be understood as to where she was coming from as a learner: "So if the person you're chatting with is . . . understands, or maybe there has to be an understanding of that. Look I'm learning, I'm always learning, and I want to learn, which is the key" (4.23).

Sue's feelings of relating and using sign language to communicate with deaf adults were also uncomfortable, "I don't have lots of situations, when I meet them I sense a feeling of awkwardness. We are polite" (1.45). As already mentioned Sue had prior experiences of interacting with deaf adults such as living with her deaf roommate but now felt awkward as she no longer shared these personal relationships with deaf adults.

Jan felt her skills in sign were directly related to how strong her relationships or rapport were with deaf adults: "I will say, 'Are we not friends?' They will say 'yes' and I will say, 'Are we best friends?' and some of them will say, 'Oh yes, yes, you are best friends!' I will explain that, 'no we are not best friends'. They will ask, 'Why not?' I say, 'Well you would be bored waiting for me to finish what I have to say.' Somehow they seem to understand that there are different levels of signing skills" (10.49). Jan, therefore felt limited in what kinds of relationship she could develop with deaf adults based on her communication skills.

Linda realized that she didn't have the confidence or skills in communicating with deaf adults using ASL: "I never spent a lot of

time with deaf adults, I have no confidence at all in communicating with a deaf adult who does not have speech" (7.14). Linda has recently became more confident and relaxed through her interactions with a few deaf adults however: "I have actually experienced signing with this deaf man. My first feeling was not, 'Oh my god, O.K., I got to get ready, I got to catch this right now, O.K.. No, no, no, it's easy, just relax!' I was surprised, and I noticed that after I communicated with him, I thought I must be getting better at understanding a little bit because I am a lot more relaxed about it now" (7.55). By increasing her interactions with deaf adults and realizing her own potential in sign language Linda has become more comfortable with her interactions.

Theme 2- Teaching and Using Sign Language In Classrooms

Teachers using sign language in the classroom are faced with the added pressures of dealing with a very versatile group of students with individual needs. The areas of focus in this theme relate to teachers: (a) dealing with students' levels and modes of communication, (b) dealing with using simultaneous communication, and (c) working with different age levels.

Dealing With Students' Levels and Modes of Communication

One concern often expressed by teachers who work with hearing impa children is their ability to deal with a wide variety of levels and communication modes within the classroom. Hearing impaired students vary in their abilities and skills based on many factors such as hearing loss, whether they have other physical or mental disabilities (i.e. deaf-blind, learning disabled, autistic, fetal alcohol

alcohol syndrome), whether they have deaf parents or hearing parents, or if they have hearing impaired siblings. As Jan commented, "We have so many children now who have the Fetal Alcohol Syndrome where the mother was on some kind of drug while the baby was still in the womb, these children are not what you call your normal deaf children, they have other difficulties" (10.21). All of these factors play a role in how well teachers can relate to the students. Since it is impossible to place students in a classroom where they are all communicating at the same level, the teacher has to be able to handle these differences through their everyday interactions.

Having to deal with a variety of students within one classroom has lead to the development of programs which require teachers to be able to swing along the English-ASL continuum (i.e. oral English, Signed English, Pidgin, ASL). This means that teachers must have access to communication methods that would further meet the needs of their students. This philosophy follows that of Total Communication; the basis of this philosophy is that teachers must be able to use whatever means of communication they need in order to get the information across to their students. It requires that teachers be able to adapt their own signing to the needs of each student. Teachers are therefore faced with not only the need to become better signers in one mode of communication but also to become better signers in many modes of communication and then apply it to the classroom as a whole. This is sometimes overwhelming and confusing for teachers working in programs that have this focus.

Both Sue and Nancy worked in a Total Communication program. Sue said, "I feel comfortable using whatever with each child because I think they need different kinds of communication. I don't care what kinds of communication I use, I want to be clear" (1.13).

By trying to develop a variety of skills, however, Sue and Nancy were not fully skilled in any one mode of communication. Nancy described why she was not able to master any one method in depth: "I don't have the wonderful English signing skills, or interpreting skills, or ASL because that is the epitome [range] of skills for my situation" (4.71). Neither of these teachers felt they were fully able to deal with the wide range of communication methods that were expected of them.

In addition to teachers being able to master skills along the whole continuum of communication, they are also expected to have ASL skills. Nancy stated, "I need to have skills in English, which is obvious as a teacher. I need to have skills in ASL, which is obvious with at least one of my students, and the other students in the classroom as well. And I need to have a combination [of methods] because I am teaching all four of them, often at one time. I wasn't prepared for that but I have since refined a lot of my techniques when I have them all together" (4.13).

Sue, Nancy, Linda, and Jan can be compared to deaf people who are defined as ASL mono-linguals (Kannapell, 1985). This term was defined as including deaf people who have superior skills in ASL but have not mastered English. Since these hearing teachers are comfortable in expressing themselves in English they could be

classified as English mono-linguals; they all have limited skills in ASL.

Dealing With Using Simultaneous Communication

Because of the need to deal with the variety of levels within their classrooms, teachers are often faced with the situation of having to combine communication modes so that they can communicate to the group as a whole. This means that the teachers often attempt to use two or more modes of communication simultaneously during group activities. Teachers attempt to use ASL and voiced English simultaneously to meet the needs of students with mild hearing losses who depend on verbal communication and deaf students who depend on a visual communication. The teachers in this study felt that this approach must be reexamined as it often becomes overwhelming if not impossible for them.

Both Sue and Nancy did not feel comfortable in using signed English and voice simultaneously. Sue said, "[It is] confusing for me because I'm thinking in two modes, signing and talking, and if it's confusing for me it has to be confusing for them to pick up" (1.14). She also said that, "In a large group, with all six kids, usually what you're seeing now [communication through actual interview] is what happens, so you can get a good idea of what the kids see from me. My voice is not natural for the hearing kids and my sign is not clear for my visual kids" (1.8). Nancy said, "It is hard because I don't like to sound mechanical, I don't like what I hear, it is loud and robotized. I feel, I have to be concerned about what I am voicing and signing and what is coming across to them. What are they seeing, especially when I am talking to the three" (4.59).

Obviously signing and speaking at the same time became a difficult task for these teachers as it involved using two different modes of communication (verbal and visual). In most cases the teacher's first language, English, does not get fully expressed, is distorted, and is slowed down. As well teachers may be omitting signs because their verbally spoken language goes faster than their sign language. These teachers have realized that communication is of poorer quality. These teachers' feelings support those findings made by Huntington & Watton (1986), Marmor & Petitto (1979), and Johnson, Liddell, & Erting (1989) in regards to Total Communication; attempting to sign and speak simultaneously is a difficult if not impossible experience for hearing people.

Linda and Jan did not work in Total Communication programs. Linda did not mention how she felt about using a combination of modes, yet at the same time, expressed the importance of being able to use different modes of communication to suit the task at hand; "I can stop signing if I want to stretch the kid's oral skills, I can do that for a while, I can manipulate those things, I feel like I am in an environment where, to the best of my abilities, I can do whatever needs to be done" (7.27). Jan's problems were actually opposite the problems faced by Sue and Nancy; she was required to use ASL without voicing English. Since Jan had previously used Signed English, the transformation over to ASL was difficult; "I always sign and for me I always talk which means I'm not using a lot of ASL. I guess the only time I use ASL is when I bawl them out" (10.30).

Working With Different Age Levels

These teachers' level of comfortableness in using sign language was often influenced by the age levels of students they work with. Older students often have signing skills which are superior to new teachers leaving training facilities and others whose first language is English. Nancy, Linda, and Jan chose to begin teaching with younger children because they feel more comfortable with the students' language levels.

Nancy felt she would have been unprepared if she had started out working with older children: "I was lucky that I had the low level kids that I did when I started because if I would have had any higher, I don't know what I would have done" (4.11). Jan recognized her inability to work with older children; "I myself am not interested in teaching the older kids, their signing is fast, if I had started earlier, fine, but I realize that I am not fluent" (10.74). Linda feels comfortable with her skills in the preschool but not necessarily outside of this environment; "I'm comfortable with my skills in the classroom, and that is not but to say they are fine now" (7.50).

Another reason for teachers selecting lower age levels, which is discussed more in Theme 4-- "Developing Relationships With Students", is that they feel younger children are not so much aware of the differences of their teacher being hearing and themselves being deaf. Older students, they feel, are more aware of this.

Theme 3- Dealing With Own Signing Skills and School Policies

This theme relates to policy and philosophies of programs: (a) the impact of sign language: dealing with the philosophical changes in deaf education, (b) program methods: meeting different needs, and (c) relating to consistency of policy within school programs.

The Impact Of Sign Language: Dealing With Philosophical Changes In Deaf Education

Whether one is just beginning to teach or has been teaching for many years there is a growing need for teachers of the hearing impaired to have sign language skills (Johnson et al., 1989). It is therefore not only new teachers feeling this need, but the more seasoned teachers as well. This feeling is not limited to teachers in ASL or Total Communication programs; it also applies to other programs in deaf education. Teachers in some oral programs are also influenced by this since they are now incorporating sign language as a communication tool.

Teachers who worked in these oral programs, for many years, were not expected to have any signing skills. Most teachers never had any training in sign language when they became teachers of the deaf because of this oral focus.

Linda and Jan, like other teachers who have been working for many years in deaf education, have both experienced the changing philosophies and growing requirements of switching to more sign-assisted instructional strategies. Jan discussed this:

> So in 1963, when we started the pre-school program, we still did it orally. I think it was about 1966, 1967, somewhere in

> there, the two of us who started it got extremely worried that our great dreams of starting children as early as possible would make up for the delay in language. This was not happening with some children (10.6).

She also said, "We began signing, but it was very, very limited, you couldn't say that it was talking formally, it was more taking words like, if you were teaching COW and individual words, and giving them the sign" (10.7).

Jan discussed how the use of other methods (manually coded English systems) had emerged in the 1960's. Jan moving from an oral focus without sign language, to a sign-assisted oral focus, using various methods of communication such as Cued Speech and the Rorchester Method (fingerspelling), to Signed English, and now, ASL. She commented, "And the signing I have taken in the last 14 years I have been here, hasn't been ASL very much, it was signed English, that was in vogue, in the school when I came, then you just sort of got comfortable with endings and initializing words and then that's out" (10.17).

Linda changed from an oral to a sign-assisted oral focus after teaching for six years. She described this as using Signed English, ASL, gesture, or any other means of communicating manually with the students. This enabled Linda to use sign language to further help in communicating with students. Although the program still emphasizes speech development and oral communication as its primary instructional focus, it has also taken into consideration the sign language aspect for communication: "Why not sign, you are not going to jeopardize anything. I know that my most oral kids who are

profoundly deaf, miss at least 50% of what they learn, and that drives me nuts" (7.8).

Program Method: Meeting Different Needs

It is important to mention here that there has been a struggle over the years among educators as to which method of communication is "the best way" to teach hearing impaired children. Teachers and other people in the field of deafness are realizing that there is no right way since children vary so much in their individual needs. Sue, Nancy, and Jan recognized and supported this belief.

Sue commented: "There is not really a policy right now, but the general feeling that we need to be more consistent, choose one method and use it all the time. I don't feel comfortable with that because it is limiting [the students whom have a variety of different communication needs]" (1.12).

Nancy said, "But in terms of signs, the sign language aspect of it, I'm not sure that one blanket policy will work with the kinds of kids that at least I work with. I'm convinced that it won't work because of the different levels in my class" (4.12).

Jan stressed that there is no program that will meet the needs of all hearing impaired children. She didn't always agree with student placements that were decided on by the school board or parents, "Too often we put kids into programs that they don't belong in and often it is a political reason, it is not because teachers don't know that they have children that shouldn't be there in either setting. We should look at the children and their potential and where their needs are best met, unfortunately you hit school boards and parents, there are a lot of obstacles to saying that" (10.57). Jan

felt it was important that teachers be flexible and adapt themselves to the many modes of communication that existed; "I think you have to be fairly flexible, you shouldn't be a teacher if you are not flexible. I don't get too upset by methods" (10.22).

Relating to Consistency of Policy Within School Programs

It becomes obvious that these teachers are exposed to the added pressures of trying to deal with the policy of their particular programs, that of other programs, conflicting views between educational authorities, conflicting views among staff, and then relate them to other factors (i.e.; students' needs). The participants in this study had realized that teaching was complex since they were faced with the challenges of meeting students individual needs to the requirements set by their particular program.

Total Communication philosophies are unclear for some of these teachers because they are having trouble in knowing when and how to apply this approach. Some of these teachers have stronger signed English tendencies while others have a range of skills. There are conflicts between how and when to use different methods. There appears to be a need for more well defined school policies for some of these teachers.

Since Jan works in an ASL environment, the guidelines are clear; ASL should be used. Jan, however, still didn't feel comfortable with the inconsistencies that exist in her school; she felt that if one method was being used and was the policy of the school then it should be followed by all teachers. By doing this the students would be exposed to consistent communication among their teachers. Jan

stated, "Like if one teacher does one thing and another does another then there is no conformity" (10.5).

Sue and Nancy, on the other hand, did not feel comfortable in having one consistent mode of communication, meaning they wanted the choice of using whatever means possible for communication.

Sue said, "I feel comfortable with myself using a variety, but I have problems with school policy. There's not really a policy right now, but the general feelings are that we need to be more consistent, choose one method and use it all the time. I don't feel comfortable with that because I think it's limiting (1.12)." Obviously in working with such a variety of students, Sue totally relies on being able to shift modes to meet students' needs, yet was uncomfortable in that she was following her own instincts rather than the 'how to do' that she wished to see in the policy.

Nancy was concerned with the idea of changing the policy at her school to a one method approach; "But in terms of signs, the sign language aspect of it, I'm not sure that one blanket policy will work with the kinds of kids that at least I work with. I'm convinced that it won't work. Because of the different levels in my class" (4.12).

There are some tensions existing among staff because of the inconsistencies of their Total Communication philosophy. Nancy commented, "Yes I think for any staff in this field you have strong opinions on both sides, meaning conflicts in the workplace" (4.47).

Oral programs may not provide the best approach for teaching hearing impaired students. Linda now finds herself being able to use whatever she deems necessary: "That is my work in speech you know, and the kids love it, they enjoy it, they work in a group and it

is fun and, you know, so my job is to keep all of these doors open, and not decide, ASL is the best way and I'm not going to work on anything else, Signed English is the best way and I'm not going to work on anything else" (7.37). Linda feels an oral program which is flexible enough for her to use sign language is beneficial.

Theme 4- Developing Relationships With Students

This theme relates to how these teachers are developing relationships with their students: (a) in support of ASL and manual communication: the importance of sign language, (b) benefits of using sign language, (c) communication and rapport, (d) building rapport: being hearing, (e) building rapport: younger vs. older students, (f) building rapport: students' levels of communication, (g) needing to be flexible, and (h) communication and students' self-esteem.

In Supporting ASL and Manual Communication: The Importance of Sign Language

Teachers in this study support those teachers in the study done by Venn, Serwatka, and Shreve (1982); they valued communication as an important competency skill for a teacher of the hearing impaired. It increases student-teacher rapport, especially for teachers who are hearing and cannot share the same experiences with their hearing impaired students.

All of these teachers were using ASL in some way within their programs. With the growing acceptance of ASL as a method of communication and a language in itself, some of these teachers are developing a strong support of ASL within the classroom. Some are

only beginning to see ASL as a valuable means of communicating with their students. It is clear that ASL has made communication even more accessible in the classroom.

Even though Linda was working in an oral program she had grown to value the use of sign language to assist in communication with the children: "Sign language helps you to enjoy those kids. I have a problem with not having as free access to communication as possible with the kids. So I have taught kids who are absolutely oral and who have great oral communication skills or kids I am signing with. I have a problem working with kids who have to struggle for their communication and not making things as accessible as possible for them" (7.6).

For Linda sign language has also helped in making communication more accessible: "And more importantly, their use of language has grown. This isn't you know, I understand two thousand words and I can say two thousand words, this is I have something important to say, and I want to say it to you and I know how to get my message across and I can't wait to tell you about it, and that is what I'm after, and sign language makes that more accessible for me" (7.35). Linda therefore felt that sign language was an important for the children as it gives them the power to understand. She also felt that sign language allowed for more free flowing and natural communication which was an important motivator in helping the children "fall in love with the language" (7.34).

Benefits of Using Sign Language

ASL, as a language, incorporates visual means of communication. This is more natural for the deaf child to learn than any verbal language. It allows both the teacher and the student to be more expressive in their communication. In ASL, facial expressions give similar cues as would tone of voice in a verbal language; the teachers and students in this study had a better chance to more expressively communicate their feelings and emotions.

Sue comments on how she combines ASL with other visual means of communication: "So I try a little bit of ASL, use PSE, I drop my voice, I dramatize, I draw pictures" (1.11).

Linda comments on how sign language has made communication more accessible: "Sign language helps you enjoy those kids. I have a problem with not having as free access to communication as possible with the kids" (7.6).

Jan felt using sign language had improved students' learning: "The best is to see that the children are learning faster than before, when there was oral only" (10.68). Sign language made the expressive part of communication more accessible for herself and the students; "Now you can talk about their feelings which compared with teaching with speech, wasn't possible, because they have an inner language now which they did not have before, sign language gives the child more ability to talk in depth, before this did not happen" (10.69).

Nancy supported Jan: "And I'm finding that if you want to teach concepts, or heavily abstract concepts, anything but reading basically, if you want to get a message across, you wanted to get an

understanding across, then you are going to have to go where the children are, and very often where they are going to get the best understanding is ASL" (4.17).

Communication and Rapport

The teachers in this study realized that how well one communicates is directly related to the relationship that develops between the teacher and student and not just by whether a teacher has good teaching skills in general. Communication, therefore, becomes a central issue for some of these teachers because they do not have the skills in ASL that they would like to have.

Sue expressed her concerns in being able to communicate and understand her students. She felt that her level of communication were directly related to student-teacher rapport. Sue recalls one situation where she was working with another teacher who could not sign well; she sympathized with the student because the teacher could not understand him:

> My feelings of comparing these two teachers was frustration over here because I saw that she was a good teacher, she had some good ideas, some good teaching methods, but she couldn't communicate and I remember feeling really frustrated. Like one morning a boy came running in and his mother had left the night before, she just took off with another man. The boy told the teacher three times and she didn't understand, so finally he gave up (1.4).

Sue's comments on her own signing was: "Sometimes I think I am not doing my job correctly because I'm not communicating clearly" (1.15).

Building Rapport: Being Hearing

In a study by Cundy (1988) it was shown that deaf teachers had developed a better rapport with their students as they already had the skills in sign language which were superior to hearing teachers; they could directly relate to the students experiences and needs because they themselves have experiences of being deaf.

For hearing teachers in this study the issue focuses on their being able to communicate in sign language because they will never fully relate to the hearing impaired student's experiences. Since they can't rely on this 'deaf experience' to build rapport, communication becomes especially important for them.

Sue identified that being deaf or hearing was less important than her signing skills because it was something the children could immediately relate to; their conceptual understanding of their own deafness was not yet developed. Sue talked about this in the classroom: "I don't think that my students even know that they are deaf, they do not understand the difference between deaf and hearing so that does not affect our rapport, however the lack of skill in sign language certainly affects our communication, which in turn affects our rapport" (1.67).

Nancy didn't so much discuss her relationship with the students based on her being hearing but was able to recognized her signing abilities as an important factor:

> I think one of my best experiences with using sign language would be with my young boy in my class, he gestures and has limited language, he came into class Monday morning. We always talk about weekends and he acted, gestured and a bit of

sign. I wrote it down and he agrees, we come to a consensus, I check with him (4.37).

Nancy further commented: "Yes I picked that [as the best signing experience] because of communication, both his expressive and my receptive [skills] have improved" (4.38). This she feels has improved their relationship, "[There is] more of a rapport; he feels confident enough to let go and let me get into his head. He is willing to let me in" (4.39).

Linda also related more to signing skills as an important factor in helping develop the relationship she has with the children: " So I really enjoy signing in the class and I like the feel of that relationship with the kids when I am signing" (7.45).

Jan realized that deaf teachers have more valid experiences as well as superiority in sign language skills. Jan felt a little threatened by this when she was going through the philosophical changes from an oral approach to a signing approach; deaf teachers themselves were already equipped with skills in sign language: "When the philosophy changed she [the deaf teacher] really encouraged me. Some deaf teachers would say, you should be out, you are no good" (10.106). This was a somewhat threatening experience for most hearing teachers at that time because they had no training in sign language. With the acceptance of sign language, hearing teachers feel a new challenge because they know deaf teachers already had the signing skills which they now need.

Building Rapport: Younger vs. Older Students

Sue, who commented that her students were not so much aware of her being hearing, also said, "It's easy for me because I

have young kids, so it's easy to build up that rapport and establish it" (1.21). Sue felt that with older children it may be a different situation: "I'm not sure if they know right now that they are deaf and I'm hearing. But when they're a little bit older, like the ten year olds, they know that my experiences are different. You have to have good rapport because there are so many things that we as a hearing person, can't understand, and I know that" (1.23).

Nancy also agreed with this: "I don't know if it is the same, maybe a 13 or 14 year old deaf kid needs the role models" (4.55).

If it is the case that hearing teachers do not need to worry about their being hearing while working with younger deaf children then good communication and good signing skills become a priority in developing relationships. If there is not good communication then the relationship itself is in jeopardy.

Building Rapport: Students' Levels of Communication

Since communication became the central issue for student-teacher rapport it became very important to Sue, Nancy, and Linda that they could swing on the ASL-English continuum in order to meet the needs of all of their students. This section is directly related to the issues raised in Theme 3 but focuses more on teacher sensitivity to students' needs.

Linda felt it was her responsibility to be able to communicate in whatever means necessary. She strongly valued good communication as a means for helping the children appreciate language: "That's my job in this school. The better you are at communicating in many different ways, I think the more likely this

is to happen [children falling in love with the language]. To just show children the range of things you can use language for" (7.73).

Nancy also valued good communication but was faced with the problems of having to deal with a variety of students. Nancy had to work with her class to be able to understand exactly where the students were functioning in regards to method of communication; auditory skills, language levels, and individual needs. She found it difficult to meet the needs of all the students at the same time and to keep their attention to the task at hand, "Sometimes it's frustrating because I can lose one or the other when I switch over to the different methods. But I almost don't have a choice because I have to try and keep all four of them attentive and motivated with me, so I am constantly switching when I have them all together, and that's when I lose some of them. One-on-one I'm a lot more effective" (4.6). Nancy would, therefore, often change the classroom structure back and forth to adapt to students' differences in communication.

Sue said, "I feel comfortable using whatever with each child because I think they need different kinds of communication. I don't care what kind of communication I use, I want it to be clear" (1.13).

Needing to be Flexible

Jan was especially aware of the fact that hearing impaired children cannot be classified in one simple group because each is unique as a person. She identified other factors which influence their learning and language preferences (i.e. deaf-blind, learning disabled, gifted, coming from a deaf or hearing family, or having suffered from other illness). Whether a teacher is skilled in one particular method or mode of communication their rapport with the

students is directly related to how well they can meet the needs of all of the students in one classroom.

Jan felt it was more important that the teacher is flexible in meeting the student's needs. She found this true for her class this year as she had one child with Fetal Alcohol Syndrome, one with a low level of reading, one with perceptual problems, one with superior ASL skills, and one who was gifted. Even when she is flexible she is not always successful: "Once you even know why, you know a Fetal Alcohol Syndrome baby is going to have problems, but how do you teach them? And I don't think that [using] ASL [will help them]" (10.28).

Teachers are therefore faced with more than just communication barriers, they are also faced with children who have other handicaps other than being deaf. Teachers need to be flexible enough to try and fit with the students; they need to develop teaching methods that are sometimes different from their own styles.

Communication and Students' Self-Esteem

These teachers identified that communication is not only important in developing a rapport but also in building the student's self-esteem and confidence. If the teacher has to ask the students to repeat what they have said because they cannot understand, the students may lose their confidence in communicating.

These teachers felt they had to be open and admit their own mistakes in their communication with students.

As Sue admitted, "I know [that] I don't always [understand what they are telling me]. You know, I often have to just give up and say, 'I don't understand what you're talking about', like they don't give

me enough information, and I'm sure that effects my relationship with them, not understanding, but mostly I think it's good. They seem to feel comfortable in my class" (1.25). Sue felt that a break down in communication somehow influenced the relationship but she tried to minimize the damages by being open with the students about her misunderstandings in communication.

Sue and Nancy were more concerned than Jan on how these kind of incidents affected their relationships with the students. Sue said, "But if you can't communicate you can't show them how to become more confident, so I would have to say communication. Easy, clear, good, high level, not two and three word "mom, dad, baby" kinds of communication. GOOD communication [is critical for a relationship]" (1.20).

Nancy looked at communication as a two-way thing. She places high expectations on not only herself but also expects her students to be more clear: "And I have a good relationship with them because they see that I make mistakes and I accept that, I am still learning all the time, they can feel o.k. to correct me, and I feel o.k. to correct them, it is communication and respect" (4.51). By admitting her own mistakes there was a stronger relationship with her students. Nancy said, "I think the respect comes from myself and them also in terms of my communication which is sign language and the more I get to know them I demand to understand them" (4.48).

Jan went on to support this: "But I accept the help even form the kids, they too need to know that adults make mistakes too so that they are not afraid to make mistakes themselves, that is why people stop learning, they are afraid to make mistakes" (10.112). Jan

therefore provides children with this opportunity by accepting her own mistakes and learning from her students which in turn stimulates students' confidence in being able to accept their own mistakes and learn from her.

Theme 5- Being Hearing

This theme is related to how teachers feel about themselves as hearing teachers based on their experiences of signing in the classroom and through interactions with others outside of the classroom (i.e. deaf adults or other skilled signers). Teachers are often concerned about their acceptance of being a teacher of the deaf and hearing impaired because of these relationships. There are certain aspects of being hearing that influence these teachers' relationships. This theme focuses on: (a) feelings of being a hearing teacher, (b) relating to cultural differences, and (c) communication as important for acceptance.

Feelings of Being a Hearing Teacher

Being hearing became an issue for some of these teachers as they realized that they will never be able to fully comprehend the experiences of being deaf in a physical or mental way. These teachers are feeling intimidated by others whom they feel have superiority over them in their knowledge and experiences of Deaf culture, and sign language skills.

Sue, Nancy, and Jan were able to see that deaf adults' experiences were very different from their own because they themselves were hearing. Sue said, "Anyways so I feel that my roommate's communication was more skilled, and her knowledge of

the Deaf Community was more valid because she herself experienced it" (1.6). Nancy felt that her being hearing sometimes limited relationships with the students; "Yes I often think if I was deaf I would understand this one all of the time. He is in the deaf world and I do not have the same experiences" (4.53). Jan was able to see the children as belonging to a minority group with herself being an outsider; "I feel that my generation of teachers have finished what we set out to do, and we are not needed anymore, the same as on the Indian reserve" (10.79). With the change to ASL philosophy, Jan is aware that the deaf are capable of managing on their own and accepts their superiority in language and culture. These hearing teachers related to Cundy's (1988) observations in that deaf teachers offer a rich learning environment since they were role models for the students. Linda made no comments on this.

Nancy and Sue expressed feelings of inadequacy based on how deaf adults saw them as hearing teachers. Nancy said, "Well, it's probably in my experience, with some deaf people I have meet so far, I get the feeling that I am inadequate when I'm educating deaf children. I don't know, I can't relate to the children. I will never be able to relate to the children, um to say, 'Yes I know how you feel', because I don't know how they feel, because I'm not deaf" (4.29). Sue stated, "But they feel that because I am hearing that I should NOT be teaching" (1.46).

Linda and Jan also related to this feeling of intimidation but since they had been teaching for many years, they were less concerned by it. Linda and Jan had developed a great degree of confidence in their work as teachers and didn't feel a need to

sacrifice themselves to this feeling. More importantly, they felt being hearing or deaf wasn't the most important issue in being a teacher of the deaf; their beliefs were more focused on whether one was a good teacher with the appropriate skills for meeting the needs of the students.

Linda and Jan commented that new teachers in the field are often prone to feeling intimidated by deaf adults. Jan's experiences and personal knowledge of seeing herself as a good teacher kept her from feeling this way: "If I was just starting out, I don't know, maybe I would feel this more but I know I can give them a lot" (10.77). Linda was angry that hearing teachers had to go through this experience:

> As a hearing teacher of deaf kids, I present at a lot of conferences. I stick my neck out a fair bit and hear a lot of stuff about hearing teachers will never understand deaf people, that 'hearing' itself, being hearing is like being a sin. I refuse to accept an ounce of guilt for being hearing, just as I [do not] expect any deaf person to accept an ounce of guilt for being deaf or an ounce of respect for being deaf (7.19).

She also said, "So if you are a new teacher, then you are not sure of yourself; and when you hear that, what are you going to do? I don't know what I would have done if I had to be exposed to that when I was younger. It's very damaging, and I think we lose a lot of good people because of that" (7.42). Jan didn't make judgements of other teachers based on the fact that they were hearing or deaf; "There are some hearing or deaf teachers that I wouldn't want to put my kid in

their class, just because you are deaf or hearing doesn't mean you are a good teacher" (10.54).

Relating to Cultural Differences

The feelings that are being felt by these hearing teachers from the deaf population in general are that they "are not good teachers because they are hearing". This view needs to be more critically examined because it seems too harsh to criticize these hearing teachers based on the one fact in that they are unable to share similar experiences with deaf people. Obviously, the one reason which Nancy mentioned was that hearing teachers would never fully be able to understand deafness. Yet there seems to be a deeper implication to all of this. On the other side of not experiencing deafness there is the experience of being hearing and being a part of a particular cultural group with its own norms and beliefs, one that is different from the Deaf culture.

Sue commented that her knowledge in deafness and experiences of interacting with a deaf roommate and the Deaf community helped her to feel less threatened by the deaf because she was better able to accept and understand their views: "I learned a lot about school over here which is um English, and a lot about the Deaf community here, and ASL from my roommate. So, my first experiences kinda clashed" (1.1). She said, "Now I am not as threatened as some other people because I know a little bit [more about deaf culture based on my experiences]. I know the 'whys' [of using ASL as a language]. I think that that influenced me a lot. If I hadn't had that experience, I think that I would feel more strong English tendencies and stronger 'they [deaf children] have to

integrate into the Hearing community' [because I would not have had that understanding of deaf culture]" (1.41). Linda saw other teachers not feeling comfortable with their being hearing and wanting to learn more about Deaf culture and issues; "Maybe it's part of it, I know some people who get so involved with the deaf experience, it is almost like they are not comfortable enough with themselves to just say, 'I'm fine here'. It is almost like they want to be deaf, I can relate to that a little bit; I am so interested in it. But it is not that I am not comfortable with myself" (7.21).

Jan was able to identify the deaf as a cultural group comparable to the Indians in Canada: "I understand for example with the Indians and the whites, I wonder where there is a place for hearing in a deaf school" (10.75), "The same as the Indians want their own to be there and not whites. It is like working your way out of a job, there may still be a place for some, I don't think they want all hearing out of the school, but there is a place for very skilled people" (10.80).

To be accepted as a teacher of the deaf, especially in an ASL program, the teacher must not only have the skills is ASL but also show knowledge, understanding, and acceptance of the Deaf community, deaf norms, and cultural issues.

Communication as Important for Acceptance

If language is the core feature of any culture then the communication skills of hearing teachers can not be ignored if one were to wish for real acceptance by the Deaf community. This point leads into yet an even deeper aspect of the situation; if one were trying to integrate one's self into any culture the first barrier of

acceptance is that of communication. Everything after that seems to be imbedded in the language (i.e. culture, beliefs, values, and norms).

As Linda remarked, "Am I in the deaf community or what??? Sign language is a real important part of it" (7.22). Sue also felt this way: "I think it is communication [that would lead to my acceptance from deaf adults], I'm not sure because I have seen both deaf and hearing, both skilled and unskilled, so I don't think it is the teaching specifically or being hearing but the communication thing. How to communicate with the children" (1.47). Sue believes that the Deaf community is more accepting of those who can communicate and not whether one is deaf or hearing. The reason for so many hearing teachers feeling threatened is because they are not fluent signers.

Sue commented, "Probably it is important to emphasize that ASL is an important part of communicating with deaf people and we as hearing teachers are threatened by that, and don't want to learn ASL, don't want to know how to communicate well" (1.32).

Theme 6- Learning Sign Language

From the previous higher order themes on "Teaching and Using Sign Language in Classrooms", "Being Hearing", and "Developing Relationships with Students" it is evident that these teachers are aware that they need to have more skills in sign language. Whether in ASL or other manual modes of communication there is a need for teachers to develop the signing skills to be working in many educational programs for the hearing impaired. Hearing teachers, however, are not always able to meet the demands set upon them.

All of the participants in this study were able to focus on certain key reasons as to why they were not or could not become fluent signers. These areas include: (a) developing a relationship based on needs, (b) developing relationships: dealing with the ideal and the real, (c) problems with learning a second language, and (d) sign language training.

Developing a Relationship Based on Needs

Teachers training in deafness studies programs have come to realize that sign language is best learned through informal interactions and conversations with deaf adults and other skilled signers rather than through sign classes alone. All of the hearing teachers in this study supported this. By communicating with deaf adults they had all improved in their signing skills.

Sue said, "I learned to communicate from practicing with deaf people rather than from the class itself" (1.54). Nancy also learned in a similar fashion:

> I think what prepared me the most for entering the classroom and teaching deaf children was my informal experience in talking with deaf people. And close friends. That would be what prepared me the most, because it was in an informal setting and it was, almost everyday conversation, and in that context that is where I picked up most of my words. Because that's what I use (4.33).

Even though these teachers recognized this relationship as a beneficial way to learning sign language they felt it was difficult to do so. Sue and Linda were concerned with their need to have a real relationship and not just a relationship based on learning sign

language. This feeling, in turn, created limited interactions with deaf adults.

Sue remarked, "I feel that that is using people because they are deaf, this is so unnatural. I think good relationships develop slowly over a long period of time, you can't just decide 'I want to have a deaf friend'" (1.74). Her problem was that she didn't have situations where she could develop relationships naturally.

Linda also felt this way: "I would rather spend time with people I care about who are real friends, and really it has only been recently in getting to know a few deaf people that I have actually had friendships with people who are deaf. I have known people who are deaf and like people who are deaf, I have spent time talking to this one deaf man, but never really had friendships with deaf adults before, so this is a really neat time for me. Part of it is that I am enjoying a friendship that happens to involve deafness as opposed to trying to learn more about deafness by cultivating friendships" (7.17).

Developing Relationships: Dealing With the Ideal and the Real

Even when these teachers felt they could have real relationships there were still limitations as to commitment. As already mentioned, there are priorities and time limits for not being able to fully interact with the deaf community and learning sign language. Hearing teachers, however, do show a strong desire to be more fluent signers.

Not all hearing teachers have the accessibility for developing true relationships, as for most, their social lives are focused around the hearing culture. This was true for Sue, Nancy, Linda, and Jan.

Jan was the only one who worked with deaf adults where she was able to form a relationship but even she didn't socialize much with them outside of school; she valued too many other things as a hearing person; "I would like to be part of the group for teaching, but when I come home, it is to music, drama" (10.93).

Linda expressed this desire to become a better signer; "I would love to have room in my life to do that, I would love it. I would love to just dive in and get good at it, because I know the way to get good at it is not to go take classes, really, but to just dive in, but I can't, I give most of my energy that I have to my work, then afterwards I have this kid and this husband who sort of need a little bit of attention, and I need a bit of attention too" (7.15). As Sue remarked, "And also the time constraints for me, if I wanted to learn smooth ASL, I would have to drop teaching and integrate myself into the Deaf community, so it's either one or the other but not really both" (1.38). Jan expressed similar concerns; "The best way to learn any language is to live with a person in that language, most of us cannot do it, because we have our own lives and our own families" (10.97).

Problems With Learning a Second Language

In addition to the problems of immersion and developing real relationships there are also more specific problems related to learning sign language, especially ASL. ASL is a language in its own rights with its own semantics, and syntax. It is often very difficult for hearing teachers to learn ASL as a second language. The teachers in this study found it difficult to learn sign language (1.49, 4.34, 7.57, 10.81).

Jan stated, "I can't say I am skilled now, it [ASL] is a second language for me" (10.9). Sue remarked, "And also the second language thing. ASL for many deaf, is their native language, but for hearing teachers ASL is a second language" (1.48). Nancy also identified this: "ASL is a second language and I am still learning and it is difficult because it is visual and it takes a lot of exposure and certain skills" (4.57).

These teachers were able to give specific reasons why it became difficult to learn ASL. Sue identified how English interfered with learning ASL; "[It is] hard [to learn sign language], the vocabulary is not hard but the structure is very difficult to learn, because of having English as a first language" (1.49). Nancy commented, "Facial expression is a big one which is tough. I think most people starting out are not aware of their facial expressions. In the hearing world it doesn't matter so much. That is an aspect of learning that needs to be made more clear" (4.58). Jan expressed similar concerns: "I have taken a few courses on structure, and they are so subtle, for example using facial expression to indicate a question or scrunch your nose to indicate agreement, it is so subtle. If you have glasses or dentures it is difficult to do that. I find that difficult" (10.104).

Other problems were identified. Linda commented on geographical differences: "But the signs there are different from the signs here" (7.7). Linda had to modify her signs when she moved here because they were somewhat different from what her peers were using. This is quite comparable to other languages (i.e. French

in Quebec is different from French in France). The same as ASL here is different from MSL (Maritime Sign Language).

Jan also gave other reasons for her inability to become a proficient signer: "You really have to study it to learn it, that is why it worries me about English and French, in Canada you must learn both" (10.101). She also said, "You have to use it all the time or you lose it, for example coming back from summer vacation, my hands are rusty. The same as studying French, if you don't use it you have a hard time remembering" (10.85). Jan also commented, "Some people have a gift for language, like learning French" (10.11). Jan also identified age as another factor for learning sign language: "It is the young ones who learn it fast, this is not to say that a 50 year old can't learn" (10.100).

Sign Language Training

With all of these concerns related to learning and using sign language the issue of training teachers of the hearing impaired also becomes a complex issue. All of the participants suggested how they could have been better prepared in their signing skills.

When I asked these teachers about training skills in sign language, Sue, Linda, and Jan all suggested that teachers should have prior training in sign before entering programs in deaf education. Sue felt that she would have been more confident if she had started out with Level 4 signing skills: "I think that before the program starts the person should be assessed for their signing skills, they should have a high level of communication established before entering the program" (1.56). Because Sue was working in a Total Communication environment she felt there was a need not only to be

skilled in ASL but be able to incorporate a variety of communication modes: "And, probably we should have some good Signed English communication as well, you know, so that we can swing back and forth and not always depend on that PSE" (1.28).

Linda also agreed with this view: "I think that it's really important for teachers starting out to have training in both Signed English and ASL. I never had training in ASL, so I would like to have had that" (7.58).

Nancy had limited skills in signing when she went out to teach: "The program was intended to prepare me for teaching deaf children. I mean, we all know that a lot of teaching comes from experience, so I should have had minimal skills, well, not minimal skills, but proper skills for entering the classroom the first day and being able to communicate, and I don't think that [I was prepared]" (4.10).

Linda gave light to why these teachers didn't have the skills they needed: "Oh no. How can you go to university for one or two years and even come close to having proficiency in ASL?" (7.67). She said, "I would have had that [training in ASL] before starting my graduate program. Because you don't have time to learn sign language in the graduate program" (7.59). Nancy also stated, "Because I don't think you can learn how to communicate fluently in one year, with one class a week. I am talking from my own experience. If I had entered with no communication I would have been lost" (4.57). Jan also felt strongly about this: "I think you should have at least a Level 4 before you even start training" (10.87). Jan supported these feelings with her experiences of working with teachers who were practice teaching at her school: "I

think this is a MUST, that would maybe stop a lot of hearing people, but they don't do that because I have had kids [teachers] come for their practicum who could barely sign, and that is not good enough" (10.88).

With these concerns related to how much sign language should be learned before entering programs there were concerns about how sign language should be taught in training programs.

Nancy recognized that the local college and the university were taking different approaches to teaching sign language: "For the required course, I am not sure there is not as much pressure on the required course, before this it is almost an issue. I think the deaf community is more involved in the college course. There is more pressure to learn language and culture" (4.66). This concerned her in that, "Now I believe that the university course for sign language was approximately Level 1. So, I mean, that did very little to prepare me for entering the classroom. Because it was out of context vocabulary, and almost immediately afterwards you forgot" (4.34). She felt that, "They [teachers] need some real experiences, by that I mean going out into the community and learn the sign, not sitting in a class, going out will really help real conversation and communication. It will better prepare you. You need that, not vocabulary, you have to experience it together" (4.61).

Being skilled in sign language no longer seems a question of choice but one of necessity. As Jan put it, " In the old days you didn't need it, but a new teacher starting now, she must have the signing skills" (10.90).

One of the biggest problems some of these teachers faced when having to learn sign language in training programs was balancing this out with their other needs in becoming a teacher of the hearing impaired. These teachers realized that some courses offered at the university level were no longer appropriate in their training because their roles in the work place were more specific. Sue stated there were other areas of training that were lacking in the teacher training program; that teachers needed to know how to develop a good rapport and understanding of deaf children and their individual needs. She felt that training programs should focus on, "Good communication, and assessment skills, and the knowledge, to know what to do with assessments, using strengths, and knowing how to cope with weaknesses of speaking directly with children: receptive skills, ability to work with staff and parents" (1.51). Sue felt there was a need for more contact with deaf adults: "As far as training itself, as far as the deaf culture and sign language classes, I feel they were not there, there was a lot of other classes instead" (1.58). This supports Carver's (1989) statement that educational establishments do not promote Deaf culture as a part of training.

Linda was able to discuss those courses that she did not feel were beneficial in her training: "My audiology course was not that good because it really emphasized anatomy, so what you know. I mean I really needed more information about testing and that sort of thing, we got a little" (7.63). Sign language, rather than audiology, was viewed as a more important course for teachers of the hearing impaired. Linda therefor supports the study done by Venn,

Serwatka, and Shreve (1982); there is a shifting away from competency skills in audiology to sign language.

Linda felt that what makes up a good program is one where teachers are not overburdened with courses; "There is so much to really have a good program. I think you need at least three years. I mean when you think about how much there is in five years. If you are learning sign language too, and all you need to know about language development and structure, and speech development and structure, and reading theory, and audiometric stuff, I mean it's too much" (7.64). This supported Grant's (1983) statement in that the time constraints of teacher preparation programs prevent students from gaining an in-depth study in all areas.

These teachers believe the best situation for learning sign language is through informal contacts with deaf adults. They are, however, limited in these contacts for different reasons (i.e. their signing skills, being unable to develop real relationships, not having enough time to commit themselves due to other priorities, and/or not willing to give up a part of their hearing culture).

ASL is difficult for these hearing teachers to learn. Since it is a second language it conflicts with their first language; English. These teachers felt they need to use it consistently or they will lose it. Older age, and lack of a gift for learning were factors identified by Jan which cause her inability to learn ASL. Linda had to change her signs to fit another geographical area.

These teachers felt a need for prior training in sign language before entering teacher training programs because of the time constraints and course overload. They felt universities needed to

incorporate an approach that's being used by college programs; they need to focus on training in Deaf cultural issues by involving students with deaf adults.

Theme 7- Team Work/Teaching

Sue, Nancy, Linda, and Jan all valued the relationships they shared with the other staff members at the school. They encouraged relationships with deaf teachers and adults. The areas discussed here include: (a) team work and feedback, and (b) team teaching with a deaf teacher.

Team Work and Feedback

Whether there are hearing or deaf individuals involved in the classroom with these hearing teachers, the benefits are very rewarding; individuals can work together, as a team, in supporting each other.

Sue commented about using sign language in the classroom: "My aide and I assist each other in this, which it is nice" (1.69). Linda also commented on this as a positive experience for her: "I worked several years with people who were comfortable monitoring each other's sign language, that has been tremendously valuable. We have negotiated signs and we have worked on our signing together, working together" (7.12). Jan also felt that this kind of relationship in the workplace was important because it's "the same as just wanting to teach with someone, two heads are better than one, school boards won't pay for it, every Friday morning, I do the news, one deaf, myself, and another hearing teacher who is skilled with signing" (10.109). Nancy expressed a need for having this kind of

relationship; "I think I would like to work alongside someone with ASL skills, or at least be in contact with someone whom I could go to for advice or help, in my teaching" (4.19).

Team Teaching with a Deaf Teacher

Nancy discussed the need for exposing children to Deaf culture and ASL that were similar to those suggestions made at the NAD (National Association of the Deaf) forum in 1986. She supported the utilization of a bilingual approach, ASL, and Deaf culture. Nancy feels this exposure would give the children a view of both the hearing and deaf worlds: "Even the ideal situation would be to have a hearing teacher, or not necessarily a hearing teacher, but a teacher with very good English skills and a teacher with very good ASL skills, and the kids will have the benefit of both worlds. Exposing them to the Deaf culture and the Hearing culture" (4.25).

Hearing teachers in this study were eager to have a team teaching relationship with a deaf adult in the classroom. Sue, Nancy, Jan and Linda all supported this kind of relationship. Deaf adults could help them learn more sign language, offer support, provide the children with a deaf role model, and also share their experiences with other staff. Jan was already fortunate enough to have experienced working with and alongside deaf teachers. Linda had few experiences of working with deaf individuals in her program.

Linda was a bit hesitant about having a deaf adult involved in her particular work place, however; she realizes the environment is not suitable for deaf adults because not all of the staff signed (i.e. teachers, speech pathologists, audiologists, psychologists, etc.). This feeling was related to to her past experiences of having to take

responsibility for the deaf adults who came into the program; she became an interpreter for them.

Linda sympathized with deaf adults coming into the program: "I think that person would be left out of 50% to 75% of what is happening around here because so few people sign. It is not a signing environment. It is one program in the midst of this very huge place. It is a very exciting place, lots of learning goes on. I think it would be a very difficult environment for a deaf person to feel comfortable in" (7.26).

Linda at the same time felt positive about having deaf adults in her work place:

> There would be a lot of benefits too. I don't know that's a very good question and actually I think that. It would be more comfortable if I was in a situation where most of the people signed well but really there are three people on the staff who sign. But when you have a staff meeting there is no signing.

So, it would not be comfortable but people would grow (7.47). She also stated that, "Ideally I would like to be team teaching with a deaf teacher, that to me is the absolutely the ideal situation" (7.25). Linda feels there is a need for contact with deaf adults: "What I miss here, is the involvement of deaf people who are living happily and successfully in the real world and our families desperately need contact with those people, and we are kind of cut off from that" (7.28).

Both Nancy and Sue have never experienced working with a deaf teacher in their Total Communication environment. Nancy also looked at this as an ideal situation: "Team teaching in a way, I think

that would be ideal because the kids can draw on both experiences and both perspectives, from the deaf and hearing whose first language is English. Two perspectives, the hearing person will be a role model because that is real life, that is most of society is hearing" (4.56). Nancy valued team teaching with a deaf adult but was concerned that the students may not be getting the exposure to both hearing and deaf worlds: "If the deaf teacher can share with them everything that there is, in both cultures, that would be fine, but I don't know if that's always the case" (4.26).

Sue and Nancy discussed other benefits of working with deaf teachers. Sue said, "I would love to team teach, I think that would be a good way, I would like to try it, my first language is English, and the deaf adults first language is ASL so we would have the best of both in regards to communication" (1.64). Sue also saw this as a positive experience as it would not only benefit her class but others working in the program: "Plus having a deaf adult as a role model for both myself and the students, and the other staff. For example the principal, and hearing teachers, it gives them good experience, they could understand how tough communication is" (1.66).

Sue also felt she could personally benefit by having a deaf teacher with whom to work: "Plus I could learn more myself. I would have someone to feed off of, a bit selfish and expensive to hire someone so I could learn sign language" (1.65).

Jan was already working in an ASL program with deaf teachers. She looks at her relationship with a deaf teacher across the hall as a positive experience as they were both able to learn from each other: "She has helped me out with my signing, and I have

helped her out with some English things" (10.107). Jan was also able to see how deaf adults teaching within the school have become very powerful role models for the students: "I see another man in our school who became deaf at the age of twelve and I admire greatly what he does. He is the best for making sure the children get out on weekend excursions, trampling through the mountains, helping kids who are in trouble. I feel there should be room for all who want to be there to work" (10.43). She stated, "The school has grown a lot in the last 14 years since I have been there as a teacher, they have a lot of wonderful things going on at the school and outside of the school, within the community, and it is all done by deaf teachers not by we hearing teachers" (10.46). Jan didn't feel so threatened as Nancy about seeing only deaf teachers working in the schools: "I think that most of them would even say that they wouldn't like to see a school of totally deaf teachers" (10.47).

When I asked these teachers about team teaching situations, all supported the idea of working with deaf adults. Overall, the involvement of deaf adults was looked at as an ideal situation. It would provide an environment where teachers would learn from each other. Students, their families, and school staff would all be exposed to deaf adults and their experiences. They would learn more ASL through these interactions. As well, a social relationship would develop out of a professional one.

CHAPTER VI

DISCUSSION AND IMPLICATIONS

Discussion

The emerging patterns from the data analysis showed seven themes: concerns about using sign language, teaching and using sign language in classrooms, dealing with own signing skills and school policy, developing relationships with students, being hearing, learning sign language, and team work/teaching.

All of these themes were very interrelated and complex because there was one prominent link that existed among them: communication. It is true that communication is important in all areas of education, yet, this is especially true for deaf children; loss of hearing specifically inhibits and can also seriously delay the development of communication. The most critical problem for deaf students is learning a language; deaf children need to learn how to express themselves and be able to understand what is being communicated to them. Teachers must be skilled in different modes of communication in order to meet different communication needs.

This study it was revealed how personal skill with sign language communication affected hearing teachers' confidence and comfortableness as teachers of the deaf as well as their relationships with deaf adults and students. It impacted on their teaching styles, their ability to learn sign language, their need to learn more sign language, and their views of training in sign language. For example, it was identified in Theme 1 that all of these teachers felt uncomfortable in their sign language communication due to: (a)

feeling limited in their signing skills, (b) feeling frustrated and intimidated in not being able to understand others' communication, (c) feeling misunderstood in their desire to learn more sign language, and (d) feeling limited in their interactions with deaf adults. This study relates to Crittenden's (1986) study, whereby only 34.5% of experienced hearing teachers felt fluent in manual communication.

The communication abilities of teachers has become one of the most critical factors in setting apart two general classes of teachers, those that have superior skills in English and those that have superior skills in ASL. Since the majority of hearing teachers have a first language in English, it is not expected that they should be as experienced as the deaf in their use of visual channels for language and communication (Mason, 1990). Hearing teachers more often make up this former group. Since most deaf teachers have superior ASL skills they more often make up this latter group.

A major issue in deaf education is whether or not a hearing teacher belongs in a classroom with deaf students. Teachers in this study were feeling from deaf adults that their being hearing is a problem; they do not belong to the deaf world. Even though the hearing teachers in this study identified with obviously belonging to the hearing group, they also said that it was not so much whether they were deaf or hearing but how well they could communicate which lead to these lines of illusion.

Based on my own personal experiences I now realize that my being "physically deaf" didn't necessarily mean that I belonged to the "deaf group". I still had to learn sign language. With improved signing skills and knowledge of Deaf culture I made a transition from

the "hearing group" to the "deaf group". I had experienced a reverse situation whereby the experience of being deaf didn't necessarily grant automatic placement in the "deaf group".

Rather than concerning themselves with the physical aspects of being deaf, these teachers stressed communication skills as one of the primary factors for acceptance as teachers of the deaf. They saw that deaf adults were more accepting of hearing teachers who could sign well and much less tolerant of those who could not. It therefore appears that these groups could be reclassified as "skilled signers" and "unskilled signers" rather than "deaf groups" and "hearing groups". Advocates for deaf education agree that sigh language communication skills are critical; teachers must be able to communicate if there is to be any education (Carver, 1989).

The teachers in this study strive for the ideal- sign language competency. Some work, however, in less than ideal situations. In many classrooms they are still using MCE systems which are English based. These systems have offered hearing teachers a solution to the growing changes of more visual means of communication. The teachers say that even when they are using MCE systems, however, there is still a struggle to improve their ASL skills.

Sue and Nancy, who worked in Total Communication environments, identified that they not only needed skills in ASL but also had to develop the skills to work with a variety of students who had different communication needs. These teachers had to be able to shift from one communication mode or combination of modes to another, from one method or combination of methods to another, and all at different levels in order to meet students' individual needs.

These teachers found this especially difficult to do during group instructions. Classroom structure often shifted to more individual instruction because they realized the students had difficulty understanding their attempts to take different needs into account. The teachers need to determine a student's individual needs, separate communication modes and methods or combine them in regards to these needs, and then being able to adjust the classroom structure to meet all of the students' needs. It became an overwhelming task for these teachers.

Although policies and philosophies of Total Communication existed within the school programs they were not always helpful. The teachers still felt unclear as to when and how to apply different communication skills. They felt there were also inconsistencies among the staff; different teachers had a tendency to use a method or combination of methods they felt more comfortable with. Participants also stated that their attempts to use simultaneous communication (signing and voicing) was a difficult if not impossible task for them because it involved combining two different modes of communication, verbal and visual. They described their communication as being confusing, unnatural, and mechanical. By trying to adapt their signing to meet the needs of their students these teachers also realized that they were unable to fully master any one method of communication.

Huntington and Watton (1986); Johnson, Liddell, and Erting (1989); and Marmor and Petitto (1979) all support these teachers feelings regarding the use of simultaneous communication. Their

studies show that communication does in fact become distorted as words are left out, pace is slowed, and structure is altered.

Some educators and deaf adults have looked at the use of MCE systems and teachers' inability to use ASL as an oppression of the natural language of the deaf and encouragement of hearing teachers' own language and culture (Carver, 1989). There is a need now to hire hearing teachers who can not only communicate fluently in ASL but who also have a knowledge, understanding, and acceptance of Deaf culture and issues. They then must be able to share this skill with hearing impaired children (Johnson et al., 1989). This need becomes another critical factor relating to acceptance of teachers within this "skilled signers" group. With hearing teachers depending on MCE systems, they have been unable to provide a knowledge related to Deaf culture since ASL is part of Deaf culture. The more experienced teachers in this study (Linda and Jan) were sensitive to these issues.

All of these teachers worked with younger children. They were aware that they cannot rely on the experience of being deaf to build a rapport with their students. They therefore place a higher emphasis on the skill of communication for building student-teacher rapport. These teachers all felt comfortable in working with younger children since they felt these children were not yet aware of their teachers being hearing and themselves being deaf. There were, therefore, two concerns expressed by these teachers in regards to working with older students and developing a rapport: (1) their communication skills would not be at an adequate level to meet students' needs and (2) the students would be more aware of their

teachers being hearing. Cundy's (1988) study supports these teachers' feelings. Older deaf students showed a preference for deaf teachers due to a stronger rapport, more natural signing, and better role modelling. Whether younger deaf children recognize these differences remains to be questioned.

Teachers now have to meet up to the expectations of using ASL. Hearing teachers in this study now show an attitude of wanting to be more fluent signers in ASL and have more knowledge of Deaf culture. Even though these teachers have a positive attitude of wanting to learn ASL, statistics show that 98% of teachers cannot use it (Woodward & Allen, 1987).

These teachers described ASL as a more expressive communication mode than MCE systems. ASL gave them the ability to teach more in-depth concepts. At the same time, these same teachers admit a short fall in not being able to meet up to their own expectations of this view. For example, the teachers in this study valued skills in ASL that would help in enhancing communication and rapport with their students (ideal situation) and used what they knew. It was realized that with better communication there was better student-teacher rapport. Teachers felt that by using some forms or features of ASL within the classroom they were communicating at a level that would somewhat meet the student's needs, the needs of the program, and their own personal abilities. They, however, didn't feel comfortable with their signing skills in general (real situation). These teachers therefore sensed a barrier for their becoming a part of the "skilled signers" group.

Hearing teachers, trying to balance out their own feelings related to an increasing acceptance of ASL being the natural language of the deaf as an ideal situation, are faced with a very real situation in that ASL is simply not their first language of communication (Erting, 1987). Their English superior language hinders them from gaining fluency in ASL. All of the teachers in this study found that there were no easy solutions for developing a second language which would become as strong as their first language, English.

ASL, being a language in itself, is difficult for hearing teachers to learn because its features are different from English. Teachers in this study recognized facial expression as one feature of ASL that was difficult to master; it conflicted with their own culture and language. They are limited in their use of more visual-spatial modes of communication since their first language, being aurally based often overplays ASL. Others commented that ASL structure was different from English structure.

The issue becomes a complex one which involves the question of how teachers can go about learning sign language. All teachers in this study identified communication with deaf adults as the most ideal situation for learning sign language. Some were concerned, however, in that they needed to have "real" relationships with deaf adults and socialize with them rather than just trying to learn sign language from them. The real situation is a problem since most hearing teachers have few contacts and few relationships with deaf adults in social settings.

Another area that was identified for learning sign language was teacher training programs. The teachers in this study, however, felt

that universities need to offer more in the area of sign language studies. Universities are in a situation where they cannot please all teachers at all times because they do not have the facilities to meet the present needs of all programs. In the past universities were not required to teach manual communication to teachers since school programs were orally based. Even now, with the change to manual communication, there are limited classes in sign language. They, therefore, may not have the facilities to prepare teachers enough for the sign language skills that are required in either MCE programs or ASL programs. Since all of the teachers in this study showed a need to change, grow, and learn more about ASL and deafness they sensed the lack of support and training that should be offered to them.

Israelite and Hammermeister (1986) showed that teacher education programs do value manual communication as an important competency skill for student teachers. They discovered that there was, however, a need for increased contact and support from university faculty. This would help to increase the quality of manual communication courses being offered to students.

One other problem with learning sign in university programs is the time limitations. Two of these teachers attended university programs where they received a level of sign language they felt was not appropriate for beginning teaching. These teachers were aware that learning sign language took more than one year of training in the program.

Grant (1983) supported these teachers feelings regarding time constraints. She felt that time constraints lead to a lack of skills in

one area. In this case, teachers are lacking skills in manual communication.

All of these teachers identified another area for learning sign language. This would involve working alongside deaf teachers who already have these skills in ASL (ideal situation). These teachers all encouraged a team teaching situation with deaf adults. They felt that deaf adults would not only help in improving hearing teachers ASL skills but also serve as powerful role models to the students.

It was previously mentioned that hearing teachers are aware they can never fully share with their students the experiences of being deaf. They can never fit in with what is now identified as a second sub-group of teachers in the "skilled signers" group, not because of their ASL skills or knowledge of Deaf culture but because they do not share the experiences of being deaf. These teachers, therefore, felt a strong desire to have deaf adults involved in professional relationships.

Nancy strongly emphasized that deaf teachers and hearing teachers need to work together. She felt that having deaf teachers only should not be a goal in deaf education as the students will have to come in contact with both the deaf and hearing worlds (4.56). She therefore saw herself as a role model for the hearing world and that one should not have to rely on one teacher (deaf or hearing) to provide a view of both worlds. Jan emphasized that the situation is parallel to those concepts set down by the National Indian Brotherhood (1984); in the future there may only be room for those who are skilled in ASL and have a knowledge of Deaf culture (10.79, 10.80).

Implications and Suggestions for Future Research

Several important issues were raised as a result of this study. The themes have provided a basis where future research might develop.

In Theme 1 (Concerns re: Using Sign Language) the participants discussed their personal feelings of struggling to learn and use sign language. These feelings ranged from feeling limited in signing and intimidated by others who signed better than themselves to feelings of comfortableness with increasing interactions with deaf adults. These teachers know they will benefit from taking more sign language classes and from developing a supportive network with deaf adults who use ASL as their native language yet feel limited because of time constraints and accessibility. Additional future research might focus on how teachers benefit from such a relationship. What conditions might provide the most naturally satisfying contacts? Will these teachers feel less intimidated and more comfortable in their signing as a result of these opportunities?

Theme 2 (Teaching and Using Sign Language in Classrooms) related to the problems teachers face in the classroom such as being unable to meet different students' needs, having difficulties using different modes and combinations of modes, and not being able to teach different age groups with different signing skills. These findings suggest that teachers might benefit from research investigating whether teachers can actually accommodate all students during group activities. Could these children be placed in programs that would better suit their needs? Should teachers reexamine their teaching styles so they can better accommodate

their students' needs? How do teachers adapt to a variety of students within the classroom? To what extent can teachers meet the needs of all students in the classroom?

Themes 2 and 3 were closely related since these teachers were required to meet different students' needs as well as program needs. Theme 3 (Dealing With Own Signing Skills and School Policy) discusses how these teachers dealt with the philosophical changes in deaf education, program methods, and consistency within programs. Teachers working in Total Communication programs seem to be confused by what is actually expected from the school itself. Because the trends are relatively recent, there appears to be no clear cut guidelines anywhere. Conflict appears between what the administration wants and what other teachers use; participants don't know what is expected of them. Future studies might provide a much needed baseline so schools could have a better understanding of what their programs actually can provide in regards to communication approaches.

The idea of teachers signing and voicing at the same time has already been investigated; teachers cannot communicate fully in two different modes of communication. In light of that research educators must become more sensitive of this problem (Huntington & Watton, 1986; Johnson, Liddell, & Erting, 1989; Marmor & Petitto, 1979).

In themes 2, 3, and 4 (Developing Relationships With Students) these teachers expressed a need for being able to separate MCE systems and ASL. These teachers might benefit from research focusing on the problem of how teachers are using different methods

and modes of communication within the classroom. Can teachers become fully skilled in MCE systems and ASL by using a mixture of different methods? Should students be exposed to a variety of communication modes and methods? If it is confusing for teachers then is it confusing for the students? Will students develop diluted ASL and English languages? Future research needs to involve students themselves as research participants so that these questions may be more fully investigated.

Theme 4 discussed teacher-student relationships and signing skills; the teachers felt that rapport and student self-esteem could only be enhanced by their improvements in communication skills. Future research needs to focus on what skills and requirements are necessary for teaching different students at different ages and with different communication levels.

Theme 5 (Being Hearing) addressed hearing teachers feelings in regards to themselves being hearing and the pressures of not being able to sign fluently. The most critical issue in Theme 5 was that sign language skills was the key for acceptance into the Deaf community. With this growing emphasis of being able to use ASL and having a knowledge of Deaf culture and other deaf issues, there comes into question the availability of teachers who have these skills. The majority of teachers working in schools are themselves hearing with limited skills in ASL (Erting, 1987). The participants, especially at the beginning of their careers, felt threatened and inadequate because of two factors: they had limited signing skills and they were not members of the Deaf community. They knew that by increasing signing skills they would feel more comfortable. At the

same time they might also benefit by receiving support from other teachers and members of the deaf community. Future research might focus specifically at teachers' feelings in regards to communication and acceptance.

In Theme 6 (Learning Sign Language) it was identified that learning sign language was difficult for these teachers due to ASL being a second language, time constraints, age, interference with their first language, and cultural differences. These points need to be more critically examined and applied to situations where teachers are learning sign language. The basic question would be: Why is sign language difficult to learn? What features of ASL do hearing people find difficult? Is there a better way to teach ASL using one's first language? Should ASL be taught separate from English since it is so unlike any verbal language? Should only native ASL signers teach ASL? How can teachers balance their needs and desires to improve sign language with other priorities in their lives?

Schools for the deaf might also support teachers in upgrading their sign language skills by providing more services and professional development programs within school time. By understanding the difficulties of learning sign language and adapting these services based on this knowledge, teachers may develop stronger skills in sign language. Deaf adults should obviously be involved with setting up these investigations since they are able to lend another perspective to the area of hearing teachers learning sign language. Future research needs to investigate how schools can set up support services in a way that would take into account both

time and availability, the needs of individual teachers, and the needs of students.

In Theme 6 these teachers also identified that learning sign language was overwhelming for them during teacher training because of the time limitations and the large number of other courses they were taking. These teachers left training facilities feeling unprepared for signing in the classroom because they were unable to develop to their full potential. Universities should continue to investigate local colleges where courses in ASL are already being offered and then accept these college credits within their programs. All universities might benefit by setting up a prerequisite in sign language skills for those applying for training programs in deafness studies or at least recognize that there needs to be more than a Level 1 ASL class within their program. If any of these actions were taken, students entering graduate programs in hearing impaired studies would benefit from higher levelled ASL classes. Another benefit for hearing teachers would be to extend the teacher training program to insure adequate training and more time for learning sign language.

By looking at teacher training programs for the hearing impaired we need to answer this question: Are teachers being taught what they actually need? There needs to be an evaluation of teacher training programs in relationship to the demands of different programs today. Questions for future research could be: Are teachers receiving the basic research-based training needed to begin addressing the needs of deaf children in regards to communication modes and methods? This would determine whether there are enough or any programs training teachers for schools which focus on

an ASL philosophy, whether programs are taking the best approaches in teaching sign language, and whether these programs are taking into account the needs of the schools in the locality. There needs to be a quantitative study to see if teachers' competency skills are meeting the demands within these different program. By assessing university programs, the needs of target schools within local area might be better met.

In Theme 7 (Team Work/Teaching) deaf teachers were recognized by the participants as ideal teachers for deaf students because of having ASL as a first language as well as having experiences as deaf individuals. All of these teachers supported the hiring of deaf teachers for these reasons. There are, in fact, ASL programs that have already hired deaf teachers. The real situation has already been identified; there is a lack of deaf adults who hold certificates as deaf teachers. A suggestion for the future would be to investigate plans for active recruitment and the possibility of government support of deaf adults in teacher training. This idea is similar to that proposed by the NIB (National Indian Brotherhood, 1984) in their need for teachers who are themselves Indians. Deaf adults could also be involved based on their knowledge and cultural experiences even if they don't have formal training experiences.

Hearing teachers might benefit by working alongside these deaf paraprofessionals (Carver, 1989). In Theme 7 it was recognized that by having a team teaching situation with deaf paraprofessionals, deaf adults would be able to share their signing skills and knowledge of Deaf culture. Such an approach would take into account the strengths of the hearing person and the strengths of the deaf person.

Students would be exposed to ASL and Deaf Culture, English, a combination of teaching experiences and methods of instruction. Several advantages might occur: deaf teachers would help hearing teachers better develop their signing skills, a social relationship might develop out of a professional one, other staff would become more aware of the issues related to deafness, and there might be an increase in interactions between families and deaf adults. This supports Cundy's (1988) study regarding teamwork within the classroom. Future research might involve an investigation of such a situation.

Summary of Recommendations

Recommendations are included here as:

1) Schools should become more sensitive and aware of the research about Total Communication and "simultaneous communication"; teachers should not be expected to sign and voice simultaneously.

2) Philosophies should be flexible enough so that teachers can adapt classroom structures to meet individual students' needs.

3) There needs to be more hiring of deaf teachers and paraprofessionals in the field so they can share their knowledge of deaf cultural issues and ASL with teachers and other school staff.

4) Hearing teachers, working in programs that require the use of sign language, should be encouraged and given the support by their schools to upgrade and continue learning ASL.

5) Government support of deaf adults in teacher training programs should be provided. This would encourage more role models and native users of ASL in schools.

6) Team teaching situations should be encouraged within the school; the strengths and knowledge of deaf and hearing teachers would be shared.

7) Informal contact with deaf adults needs to be increased in order for teachers to develop a better rapport with the deaf, to develop a better understanding of Deaf Culture, and to increase their receptive and expressive ASL skills.

8) More universities need to offer prerequisite courses in ASL or accept course credits from other institutions that offer ASL; teachers entering programs that focus on deafness studies will already have satisfactory signing skills.

Summary of Future Research Ideas:

Questions for future research are:

1) How do teachers adapt to a variety of different communication needs within the classroom?

2) Are teachers in TC programs are offering their students a beneficial learning environment in exposing them to a variety of communication methods and modes?

3) Why is ASL difficult to learn?

4) How is ASL best learned (i.e. through contact with native ASL users, formal classes, etc.)?

5) How can schools and universities best accommodate teachers who need to learn ASL?

6) Are teacher training programs meeting the demands of the different school programs which exist today?

7) How can team teaching developed in a way which most benefits the students?

Finally, teachers need to come together to share common ideas and develop solutions for general issues. There needs to be more networking and more inservices among schools for the hearing impaired so educational knowledge is shared, communication approaches within each program is understood, and positive structured feedback is encouraged. By working together we will have a stronger support system.

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APPENDIX A:
Consent Form

Appendix A

Consent Form

I, _____, agree to participate in this interview project by Deborah Robar, for her M.Ed. thesis, under the supervision of Professor M. A. Bibby. The purpose of this research has been clearly explained, in that from the research there will be a better understanding of my experiences in using sign language to communicate with hearing impaired children. The benefits would give me a better understand myself as a teacher of the hearing impaired.

I have been informed of the tasks required in this research and agree to be interviewed on two separate occasions for a length of of anywheres between 1-4 hours and from a period of anywheres between 2-6 weeks. I am also aware that I can keep a journal during this study and be able to discuss it with the researcher. After the first interview is transcribed I will read and verify the researcher's work and analysis of my interview.

I have also been informed that all of the information will be kept strictly confidential within the boundaries of this research. This will be done by changing any names related to person(s), place(s), or group(s). I also have the right to withdrawal any information from the interviews which I do not wish to include. At the completion of this project the tapes will either be erased or returned to me in order to guarantee confidentiality of my name and personal opinions. Journals will also be returned to me if I so wish.

I have also been informed and understand that I can withdraw from this study at any time without prejudice. Information collected before this time of withdraw will be returned; i.e. transcribed interview, tapes, or journal.

_____ _____

Signature Date

APPENDIX B:

Demographic Data Sheet

Appendix B

Demographic Data Sheet/Participant Information

Name_____

Age_____

Telephone_____

Date_____

Address_____

Level of Education (please specify)

_____

Number of years teaching in general

_____

Number of years teaching hearing impaired children

_____

Grade levels taught

_____

Mode(s)/Methods of communication used with hearing impaired children_____

APPENDIX C:

Sample: Interview Questions

Appendix C

Sample: Interview Questions

1.) Can you tell me about your experiences of teaching children who depend on sign language for communication.

2.) How do you feel about your own sign language skills and communication?

3.) Can you tell me about one of your best experiences in using sign language, one of your worst?

4.) Can you tell me about the relationship you have with the children in the classroom.

5.) What is the experience like in learning sign language?

6.) Can you tell me about your experiences of relating to deaf adults.

7.) What is the experience of being a hearing teacher for deaf or hard of hearing children?